DOCUMENT RESUME

ED 477 140 SO 034 556

AUTHOR	Pirrie, Anne; Wilson, Valerie; Powney, Janet; Hamilton, Sheila
TITLE	Gender Equality in SOCRATES. Final Report. SCRE Research Report.
INSTITUTION	Scottish Council for Research in Education.
SPONS AGENCY	European Commission, Brussels (Belgium).
REPORT NO	SCRE-RR-112
ISBN	ISBN-1-86003-071-8
PUB DATE	2002-12-00
NOTE	78p.
AVAILABLE FROM	Scottish Council for Research in Education, 61 Dublin Street, Edinburgh, EH3 6NL, Scotland. Tel: 0131-557-2944; Web site: http://www.scre.ac.uk.
PUB TYPE	Reports - Research (143)
EDRS PRICE	EDRS Price MF01/PC04 Plus Postage.
DESCRIPTORS	Case Studies; Data Analysis; Educational Research; *Equal Education; Foreign Countries; *Gender Issues; Program Evaluation
IDENTIFIERS	Austria; *European Community; France; Hungary; Norway; Performance Indicators; Slovenia; Spain; United Kingdom

ABSTRACT

SOCRATES is the European Community education action program. SOCRATES I began in 1995 and ended in 1999. SOCRATES II, begun in 2000, continues until December 31, 2006. This study sought to identify how both the principles and practices of equal opportunities between women and men were interpreted in a sample of 100 centralized and 113 decentralized projects. Projects from Socrates I and II are included in the analysis. The findings from Phase 1 analyzed 100 centralized projects that referred to equal opportunities for women and men in their applications for funding and from Phase 2 focused on how the theme of gender equity was addressed in decentralized projects in Austria, Spain, France, Hungary, Norway, Slovenia, and the United Kingdom. The summarized findings include: (1) a small number of projects (16) made provision for people of either sex perceived to be underrepresented in certain occupations; (2) the majority of both centralized and decentralized projects were categorized by the researchers as examples of gender mainstreaming; (3) the best examples of such projects ensured that (a) gender balance amongst both participants and staff was approximately 50/50, (b) the method of course delivery and/or the course materials were designed to appeal to either sex, (c) project activities involved both women and men and girls and boys, and (d) teachers or course leaders were sensitized to issues of gender equality and involved in ensuring that the above criteria were met; and (4) in the case of Erasmus, there was a significant gender imbalance in respect to staff and student participation in mobility actions due to (a) gender imbalances in particular areas and (b) subject areas that lent themselves to study abroad. Contains nine references and nine appendices. (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 477 140

Gender Equality in SOCRATES
Final Report
SCRE Research Report

Anne Pirrie, Valerie Wilson, Janet Powney, and Sheila Hamilton

The Scottish Council for Research in Education

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

[] This document has been reproduced as received from the person or organization originating it.

[] Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

J. Lewin

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

SO 034 556

BEST COPY AVAILABLE

The Scottish Council for Research in Education

Gender Equality in SOCRATES Final Report

A study funded by the European Commission

UNIVERSITY
of
GLASGOW

Gender Equality in SOCRATES
Final Report

A study funded by the European Commission

Anne Pirrie
Valerie Wilson
Janet Powney
Sheila Hamilton

SCRE Research Report No 112

ISBN 1 86003 071 8

Copyright © 2002 The SCRE Centre, University of Glasgow

First published December 2002

The iews expressed are those of the authors and are not necessarily those of the SCRE Centre, the University of Glasgow or the funders.

Printed and bound by the Scottish Council for Research in Education, 61 Dublin Street, Edinburgh EH3 6NL

Contents

		Page
Acknowledgements		**v**
Executive Summary		**vii**
1	**Introduction**	**1**
1.1	Background	1
1.2	Phase 1: the centralised projects	1
1.3	Phase 2: the decentralised projects	1
1.4	Objectives	2
1.5	Structure of the report	2
2	**Introducing SOCRATES**	**3**
2.1	An overview of the SOCRATES programme	3
2.2	Promoting gender equality	4
3	**Gender equality: the broader context**	**5**
3.1	Gender equality: from positive action to gender mainstreaming	5
3.2	The Commission's commitment to equal opportunities	5
4	**Gender equality in the SOCRATES projects**	**7**
4.1	Overview of data	7
4.2	Data gathering and analysis	7
5	**Gender equality: concepts and implementation**	**9**
5.1	Introduction	9
5.2	Positive action	9
5.3	Gender mainstreaming	12
5.4	Focusing on gender	14
6	**Promoting gender equality**	**16**
6.1	General remarks on administration and management	16
6.2	Promoting gender equality	16
7	**Staff and student mobility in Erasmus**	**19**
7.1	Introduction	19
7.2	Staff and student mobility	19
7.3	Conclusion	22
References		**24**

Appendix 1: Overview of centralised and decentralised projects 25

Table 1: breakdown of centralised projects by Action/participating country 25
Table 2: breakdown of decentralised projects by Action/ National Agency 25

Appendix 2: classification of centralised and decentralised projects 26

Table 1: 'Positive action': overview of centralised and decentralised projects 26
Table 2a: 'Gender mainstreaming': overview of centralised projects (Comenius and Grundtvig) 27
Table 2b: 'Gender mainstreaming': overview of centralised projects (Minerva, Lingua, Erasmus) 28
Table 2c: 'Gender mainstreaming': overview of decentralised projects 28
Table 3: 'Focusing on gender issues': overview of centralised and decentralised projects 29

Appendix 3: Austria (AT) 30
Table 3.1: overview of Austrian NA projects 30
Table 3.2: classification of Austrian NA projects 31

Appendix 4: Spain (ES) 34
Table 4.1: overview of Spanish NA projects 34
Table 4.2: overview of Spanish NA projects (cont.) 35
Table 4.3: classification of Spanish NA projects 37

Appendix 5: France (F) 40
Table 5.1: overview of French NA projects 40
Table 5.2: classification of French NA projects 42

Appendix 6: Hungary (HU) 45
Table 6.1: overview of Hungarian NA projects 45
Table 6.2: classification of Hungarian NA projects 47

Appendix 7: Norway (NO) 50
Table 7.1: overview of Norwegian NA projects (Comenius) 50
Table 7.2: overview of Norwegian NA projects (Grundtvig) 51
Table 7.3: classification of Norwegian NA projects 52

Appendix 8: Slovenia (SI) 57
Table 8.1: overview of Slovenian NA projects 57
Table 8.2: classification of Slovenian NA projects 59

Appendix 9: UK 63
Table 9.1: overview of UK NA projects 63
Table 9.2: classification of UK NA projects 65

Acknowledgements

This report could not have been written without the help and support of many people. We would like to thank colleagues at the Technical Assistance Office in Brussels for selecting the centralised projects. We are also greatly indebted to numerous colleagues in the following National Agencies: the Büro für Europäische Bildungskooperation, Vienna; the Agencia Nacional Sócrates and the Agencia Nacional Erasmus, Madrid; the Agence Socrates – Leonardo da Vinci, Bordeaux; the Tempus Public Foundation, Budapest; the Centre for International University Cooperation (SIU), Bergen; the EU Programmes Agency, Llubljana; The Central Bureau for International Education and Training at the British Council, London and the UK- Socrates Erasmus Council, Canterbury.

Finally, we would like to thank our colleague Joanna McPake at the University of Stirling; and Laura Gatti of the Directorate-General for Education and Culture for her practical advice and assistance throughout the project.

Anne Pirrie
Valerie Wilson

Executive summary

1 Introduction

This is a report of the findings of a study of gender equality in SOCRATES I and II, conducted by the Scottish Council for Research in Education (SCRE). The focus was primarily on the Comenius, Grundtvig and Arion actions, and on staff and student participation in Erasmus mobility.

The principal objective of the study was to identify how both the principles and practices of equal opportunities between women and men were interpreted in a sample of 100 centralised and 113 decentralised projects

2 Methodology

The study comprised two phases. Phase 1 involved scrutinising the documentation relating to 100 centralised projects selected by the Technical Assistance Office (TAO) in Brussels. Phase 2 involved visits to seven National Agencies — Austria; Spain; France; Hungary, Norway, Slovenia and the UK. These visits involved three main activities: examination of the documentation relating to c 20 decentralised projects; interviews with a range of staff involved in the administration of staff and student mobility in Higher Education Institutions; and discussions with those responsible for administering the Erasmus action in the respective National Agencies. These colleagues provided further assistance by producing statistical information relating to gender and student mobility.

3 Research findings

The main findings to emerge from this study can be summarised as follows:

- There was a small number (16) of projects that made provision for people of either sex who were perceived to be under-represented in certain occupations — for example, in school management. In these cases, both the objectives and the activities and working methods were highly gender sensitive, in that they appeared to be specifically designed with the needs of the target group in mind.
- The majority of both centralised and decentralised projects were categorised by the researchers as examples of gender mainstreaming. In these cases, the issue of gender equality was incorporated — to a greater or lesser extent — into the aims and objectives of the project, as well as into the main activities.
- The best examples of such projects ensured that
  - — the gender balance amongst both participants and staff was approximately 50/50, or that in cases where this was neither appropriate nor feasible, that an explanation was provided.

- the method of course delivery and/or the course materials were designed to appeal to either sex
- that the project activities involved both women and men, girls and boys
- that teachers or course leaders were sensitised to issues of gender equality, and actively involved in ensuring that the above criteria were met.

- In the case of Erasmus, there is a significant gender imbalance in respect of staff and student participation in mobility actions. Informants in the National Agencies and in the Higher Education Institutions visited attributed this imbalance to:
  - gender imbalances in particular subject areas, such as engineering, which was male-dominated, and Languages and Philological Sciences, which was female dominated
  - the fact that the female-dominated subject area of Languages and Philological Sciences lent itself to periods of study abroad.

4 Performance indicators

In the light of the evidence gathered in the course of this study, we have devised the following set of performance indicators:

- Project co-ordinators and participants should aim for 50/50 representation, unless in specific cases in which this is not appropriate, or not feasible. In the case of the latter, a satisfactory explanation should be provided for failure to meet this target.
- Project co-ordinators and participants, particularly those involved in Comenius school partnership projects, should ensure that both girls and boys participate equally in project activities, and that project activities designed to appeal to both groups should be included.
- Project co-ordinators and participants, particularly those involved in Grundtvig partnership projects, should narrow their focus, and concentrate on the promotion of one transversal policy.
- Project co-ordinators and participants, particularly those involved in Grundtvig partnership projects, should focus on a restricted target group, rather than attempting to appeal to very disparate groups
- All project materials should be screened in order to avoid gender stereotyping

1: Introduction

1.1 Background

The purpose of this document is to report findings relating to a project on gender equality in SOCRATES I and II. This six-month study was undertaken by the Scottish Council for Research in Education (SCRE). The project began in September 2001, and the final report was submitted to the Commission in March 2002.

The study comprised two distinct phases. An account of these is provided below.

1.2 Phase 1: the centralised projects

Phase 1 was to comprise an analysis of 100 centralised projects[1] that had referred to equal opportunities for women and men in their application for funding.

The projects were selected in accordance with criteria determined by staff at the Directorate-General for Education and Culture. A keyword search of the database of projects funded under SOCRATES was conducted by staff at the Technical Assistance Office (TAO). Two members of the research team travelled to Brussels and scrutinized the documentation associated with the projects during the week 1-5 October 2001.

1.3 Phase 2: the decentralised projects

Phase 2 focussed on how the theme of gender equality was addressed in decentralised projects. Seven National Agencies volunteered to participate in the study. These were: Austria (AT); Spain (ES); France (F); Hungary (HU); Norway (NO); Slovenia (SI); and the UK.

It was agreed that each National Agency would identify a maximum of 20 projects, representing a range of Actions — principally Comenius and Grundtvig, but also, where possible, at least one Arion project. 113 projects were selected (see Appendix 1, Table 2).

The National Agencies were also requested to provide access to national action plans in the field of equal opportunities. It was anticipated that these would enable the researchers to locate the achievement of the SOCRATES projects within the context of national strategies to achieve equality of opportunity.

In respect of Erasmus, part of the remit was to investigate differential rates in male/female participation in staff and student mobility.

[1] In the event, 95 projects were analysed, in addition two (26394 and 26440 — both ERASMUS) were unavailable for scrutiny during our visit.

1.4 Objectives

The principal objective of the study was to identify how both the *principles* and *practices* of equal opportunities between women and men were interpreted in the 95 Phase 1 and 113 Phase 2 projects.

We focussed on two main aspects:

1.4.1 Concepts and implementation

- How was the concept of gender equality construed in the projects?
- To what extent were aspects of gender equality integrated into the project design?
- Were specific objectives set in respect of achieving gender equality?
- Was the gender equality aspect the subject of the project, or was it integrated into the objectives? If so, did it play a major or a minor role?
- Have operational and measurable gender-related objectives been identified?

1.4.2 Administration and management

- What was the gender balance of the individual contacts in the co-ordinating and partner institutions?
- Was there a strategy for monitoring and evaluating gender-related aspects of the projects?
- Were there mechanisms in place for measuring gender-related outcomes?
- Has dissemination taken account of gender-related results?
- Was training on gender equality issues provided for participating staff?

1.5 Structure of the report

This final report is designed to be as concise and readable as possible. In order to give a clear overview of a rather complex picture, we will trace the broad outlines of our findings in relation to Phases 1 and 2 in Sections 5 and 6 and 7. Our findings on Erasmus are reported in Section 8. Appendices 3-9 comprise reports that relate specifically to data gathered in the seven National Agencies that participated in the study.

2: Introducing SOCRATES

2.1 An overview of the SOCRATES programme

SOCRATES is the European Community action programme in the field of education. SOCRATES I began in 1995 and ended in 1999. SOCRATES II, which began in January 2000, will run until 31 December 2006. Projects from both SOCRATES I and II are included in our analysis. The programme comprises a range of 'Actions' within the field of education. These are summarised below.

Table 1 : overview of the SOCRATES programme

Action	Themes
Comenius	**School Education**
	• School partnerships
	• Training of school education staff
	– European cooperation projects
	– Individual training grants
	• Comenius Networks
Erasmus	**Higher Education**
	• European inter-university cooperation
	• Mobility of students and teaching staff
	• Thematic networks
Grundtvig	**Adult Education and other educational pathways**
	• European cooperation projects
	• Learning partnerships
	• Individual training grants for adult education staff
	• Grundtvig Networks
Lingua	**Teaching and learning of languages**
	• Promotion of language learning
	• Development of tools and materials
Minerva	**Open and Distance Learning (ODL)/Information and Communication Technologies (ICT)**
Observation and Innovation	**Educational Systems and Policies**
	• Observation of educational systems, policies and innovation (including the Eurydice and Naric networks, and Arion visits)
	• Innovatory initiatives responding to emerging needs
Joint Actions	**Linking SOCRATES with other Community programmes**, such as Leonardo da Vinci for vocational training, and the Youth programme
Accompanying Measures	**Contributing to the overall objectives**

The majority of projects in the database for the first phase of the project were under Grundtvig. The National Agencies selected primarily Comenius projects. Four Arion projects were included in the study (selected by France, Hungary and Slovenia respectively).

2.2 Promoting gender equality

The specific objectives in relation to promoting gender equality are common to all eight Actions, and are set out in the Decision that established the programme.

The Decision establishing SOCRATES II gave greater prominence to the principle of equal opportunities than the Decision that established the first phase of the programme. The promotion of equal opportunities between women and men is now an integral part of the programme's objectives. The first objective is

> ... to strengthen the European dimension in education at all levels and to facilitate wide transnational access to educational resources while promoting equal opportunities throughout all fields of education.

The other three objectives are as follows:

- To improve knowledge of the languages of the European Union
- To promote cooperation and mobility in the field of education
- To encourage innovation in the development of educational practices and materials.

The commitment to gender equality is reiterated in the concluding lines of paragraph 1.2 of the *Guidelines for Applicants*:

> In pursuing these objectives, the programme will also seek to promote equality between women and men and equal opportunities for disabled persons, and will contribute actively to the fight against social exclusion, racism and xenophobia.

3: Gender equality: the broader context

3.1 Gender equality: from positive action to gender mainstreaming

One of the gender equality principles that underlies the SOCRATES Programme is that of 'gender mainstreaming'. This is defined as 'incorporating equal opportunities for women and men into all Community policies and activities' (COM (96) 67 final) [1]. It was adopted as the Commission's approach in 1996, and is also enshrined in the Declaration and Platform for Action (PfA) adopted at the UN Fourth World Conference on Women, held in Beijing in September 1995.[2]

However, it is also acknowledged that persistent inequalities may result in, for example, under-representation of either sex in certain occupations or grades. Attempts to rectify this may require positive action, that is, the implementation of specific actions to promote the interests of women or men as discrete groups. As we shall see, this dual-track approach – encouraging mainstreaming and also recognising the necessity for positive action in certain cases – is reflected in the projects selected by the TAO and the National Agencies

3.2 The Commission's commitment to equal opportunities

The initial impetus for the present study of gender equality in SOCRATES can be traced back to the strengthening of the provisions on gender equality (see Article 2, Article 3, Article 13 and Article 141 of the Treaty).

The Community Framework Strategy on Gender Equality (2001-2005)[3] is built upon an extensive legislative framework[4] and is intended to provide a mechanism for ensuring that the provisions of the Treaty are met. Specifically, it refers to the need to 'promote equality through all future programming phases of the current Community programmes, such as SOCRATES, Leonardo, Youth, Culture, Research and other relevant programmes and initiatives'. (p 14)

The development of programmes such as SOCRATES, Leonardo and NOW (New Opportunities for Women), and the publication of a series of Green and White Papers (*cf* for example COM (97) 128 April 1997, paras 65-67 and COM (95) 590 leave little doubt that the European Union is committed to promoting equal opportunities for women and men, and that this commitment is reflected in its legal and budgetary framework.

---

1 See http://europa.eu.int/comm/employment_social/equ_opp/gms_en.html for a useful introduction to gender mainstreaming; definitions; legal base; Commission method; tools; and useful links.

2 See Implementation by The European Community of the Platform For Action Adopted at the Fourth World Conference On Women, Beijing 1995. Working Document From The Commission Services May 2000, p 4.

3 (COM (2000) 335 final This document is available at http://europa.eu.int/comm/employment_social/equ_opp/strategy_en.html

4 See http://europa.eu.int/comm/employment_social/equ_opp/rights_en.html for a digest of gender equality legislation.

BEST COPY AVAILABLE

However, the way in which equal opportunities should be implemented in SOCRATES has not been defined in detail. It has been left to applicants to specify how their projects will meet this overarching aim. Previous research has indicated that although equal opportunities has been on the political agenda in most European countries for some time, there remains a clear distinction between intention and action (Powney *et al*, 2000).

The distinction between intention and action is one of the issues addressed in this report. We now turn our attention to how equality of opportunity in relation to gender is embedded in the concept and implementation; and in the management and administration of the projects contained in the 95 centralised projects selected by the TAO and the 113 projects selected by the National Agencies.

4: Gender equality in the SOCRATES projects

4.1 Overview of data

Appendix 1 provides an overview of the 95 centralised projects and the 113 decentralised projects. Of the centralised projects, the largest single group (42) was under Grundtvig. In contrast, most of the projects selected by the National Agencies (81) were school partnership projects under Comenius

4.2 Data gathering and analysis

4.2.1 Project dossiers

During the initial visit to Brussels in October 2001, the TAO provided the research team with documentation relating to the selected projects. This was paper-based, and comprised completed application forms, interim and final reports where available and external evaluators' assessments if applicable. Project outputs, such as videotapes and course materials, were also examined where available. The same range of materials was put at the researchers' disposal by the relevant National Agencies in the course of the three-day visits.

The researchers entered the data into a computerised database under the following headings:

- Project identification number
- Action
- Project title
- Coordinating institution
  (Name and gender of coordinator)
- Participating institutions
  (Name and gender of coordinator)
- Aims and objectives
- Activities and working methods
- Target group(s)
  (Nature and size)
- Outputs
  (eg reports, videos, curriculum materials, guidelines, etc)
- Contribution to transversal policies
  (Specifically, promoting equal opportunities between women and men)

There was considerable variation in both the quality and quantity of the documentation provided. The quantity of documentary evidence available depended on the length of time that the project had been running. In the case of projects that were into their third year, substantial amounts of documentation

were provided. It was not always possible to enter information for each project under all of the headings indicated above. This was due to the fact that in some cases answers to specific questions in the application forms were not provided.

The quality of the outputs also varied considerably. In some cases, materials – particularly workbooks and video tapes – appeared to be of a high quality. In others, the materials were evidently produced in-house at low cost; and in some instances were in need of substantial editorial revision. There was also considerable variation in the technical quality (management, organisation, planning, and particularly budget) of the projects. We note that a number of projects had been delayed due to the length of time taken to consider the application.

4.2.2 National policies on equal opportunities

The National Agencies were also requested to provide access to national action plans and other policy documents in the field of gender equality. In order to ensure that we had access to information that was broadly comparable, it was decided to focus primarily, although not exclusively, on material publicly available on the websites of the Ministries of Education in each country.

5: Gender equality: concepts and implementation

5.1 Introduction

The evidence from the 95 centralised projects and 113 decentralised projects suggests that the concept of gender equality was interpreted in a number of ways, and that the degree to which it was integrated into the project design varied considerably.

The range found in the total number of projects (208) falls into three broad categories. These included projects that sought to implement equal opportunities through

- positive action;
- gender mainstreaming; and
- focusing specifically on gender.[1]

These categories are described briefly below, and illustrated with examples of good practice drawn from the 95 centralised projects. Details of projects examined at the seven National Agencies can be found in Appendices 3 to 9.

5.2 Positive action

At what we might describe as the most 'gender-sensitive' end of a continuum, there was a small number projects that we have described as ***positive action*** (10 centralised and 6 decentralised projects) These made provision for people of either sex who were perceived to be under-represented in certain occupations or grades. Case-studies 1, 2 and 3 are examples of good practice in the area of positive action.

Case-study 1 (Positive action for women)

Project no: 57134-CP-1-98-1-FI-COMENIUS-C31
Title: IPWEM - International Programme for Women in Educational Management: Training the Trainers

Co-ordinator: Heinolan Kurssikeskus (FI)
Contact person: female

Partners
Institute Of Education - University Of London, UK; Department Of Education And Science, IE; Provincial Inservice Education Centre, PL

Aims and objectives: to enhance the opportunities for women to take up managerial positions in educational establishments

Activities and working methods: workshops designed to promote reflection and discussion. The project uses experimental, participative, and project-oriented learning approaches.

Target group: educational managers (women); women intending to become managers
Outputs: none available for scrutiny

[1] See Appendix 2 for a full list of centralised and decentralised projects in each category.

Case-study 2 (Positive action for men)
Project no: 71257-CP-2-2000-1-SE-GRUNDTVIG-ADU

Title: Ett jämställdhetsprojekt för män

Co-ordinator: Termeszettudmanyi es Ismeretterjeszö, HU
Contact person: male

Partners
Arbetsförmedlingen, SE; Volkshochschule Wiener Neustadt, AT; Kunskapslyftet, SE; Mitthögskolan Institutionen För Utbidningsvetenskap, SE; Trygghetsstiftelsen, SE; Tbv Tjänstemännens Bildnungsverksamhet, HU; Györ - Sorpon Megyei; Munkaügyi Központ, HU; Wirtschaftsförderungsinstitut Wirtschaftskammer
Burgenland, AT

Aims and objectives: to develop methods, courses and materials to recruit unemployed men with a low formal education and stimulate them to continue their studies.

Activities and working methods: problem-based learning. Materials and topics grounded in the reality and everyday problems of the target group.

Target group: unemployed men with low levels of formal education

Outputs: manual, video and CD-ROM not available for inspection

Case-study 3 (Positive action for women)
Project no: 71070-CP-2-2000-1-SE-GRUNDTVIG-ADU (1999-00)
Title: Tidsgönstret (Time window)

Co-ordinator Stiftelsen Bergslagsgardar, SE
Contact person: female
Partners
University of Stirling, UK; Zorgcentrum Buitenveld, NL

Aims and objectives: to provide personal and professional development for women working in isolated jobs in the care sector; to provide basic training in ICT in order to facilitate access to distance learning; to reduce levels of isolation among women working in the care sector

Activities and working methods: ICT-based study modules. As the very title of the project indicates, the mode of course delivery takes into account the working conditions of the target group and uses ICT to reach this group.

Target group: women with very low levels of formal education, isolated jobs in the care sector and irregular working hours

Outputs: study materials on CD-ROM. Not available for inspection

Case-study 3 is a good example of a project that not only addressed the needs of people of a particular sex – in this case women, but also took account of their particular circumstances in the mode of course delivery. The provision of ICT training was the means to achieve the broader objectives of the project: to reduce levels of isolation amongst the target group.

In the three cases outlined above, the target group was those men or women who would benefit directly from their involvement in the project. In the case of another positive action project (Project No 71248-CP-2-2000-1-LT-GRUNDTVIG-ADU The European Network of Adult Education Organisations

working on Women's Employment Issues), the primary aim was to strengthen the infrastructure designed to support socially-disadvantaged women by creating a network of adult education organisations specialising in educational provision for women. The ultimate aim was to facilitate entry into the labour market for socially-disadvantaged women. These women were thus the indirect beneficiaries of the project. The agencies involved in each partner country were all Non-Governmental Organisations (NGOs). We note that NGOs and social partners are described as 'key actors' in the implementation of the Framework Strategy (COM (2000) 335 final, p 5), and are considered to have a significant role to play in the Community-level follow-up to the Platform for Action agreed at Beijing. Their prominent role in this project, and the involvement of a relatively large number of institutions (12) in the eight participating countries (LI, SE, FI, NL, IS, DK, EE, HU) is likely to ensure a considerable multiplier effect.

In the case of the positive action projects described above, the gender equality aspect – although not the subject of the project – was integrated into the objectives and informed the design. Gender equality was clearly the most prominent aspect of these projects. Operational and measurable gender-related objectives were clearly identified, e.g. number of female and male participants; increased numbers of women and men moving into employment/particular occupations.

In Project No 70963-CP-2-2000-1-FI-GRUNDTVIG-ADU) (DEEP – Disabled Women's Empowerment and Energy Project), two transversal themes coincided and appeared to have equal weight. This presented some difficulties for the partner organisations. As the co-ordinator of one project noted:

> 'The disability organisations and the adult education organisations don't have the tradition of working with gender equality and disability [together] at the grass roots The disability world has in a lot of ways been outside the equality movement that has been going on among other women.'

We note also that the evaluation strategy in this project involved the active participation of the user group. This articulates with the concept of autonomous learning that currently underpins adult education.

In Project No 87601-CP-1-2000-1-UK-GRUNDTVIG-ADU, which is aimed at widening participation in adult education for women from targeted European ethnic minority communities, there was a coincidence of the transversal themes of promoting gender equality and providing for people from ethnic minorities.

5.3 Gender mainstreaming

As we saw above, gender mainstreaming — incorporating equal opportunities for women and men into all Community policies and activities — was adopted as the Commission's approach to gender equality in 1996 (*cf* COM (96) 67 final). In the light of this, it is encouraging that gender mainstreaming was the approach adopted in the majority of both the centralised and decentralised projects (see Tables 2a, 2b and 2c in Appendix 2.) Case-studies 4 and 5 are examples of good practice in centralised projects in this category.

Case-study 4 (Gender mainstreaming)
Project no: 71127-CP-2-2000-1-AT-GRUNDTVIG-ADU

Title: European Educational Advisor (EDAD)

Co-ordinator: Österreichischer Gewerkschaftsbund Steiermark, AT
Contact person: female

Partners
Park Lane College, UK; Dudok College, NL; Cebanc - Cdea, EE; Fia Test Consulting and Management, RO

Aims and objectives: to develop and implement a model for career counselling at a European level. The ultimate aim of the project is to stimulate people - particularly women - with very low or outdated qualifications to take up their studies again and in this way qualify for new or better employment.

Activities and working methods: identification and analysis of models of counselling; dissemination of examples of good practice

Target group: low-skilled employees (especially women)

Outputs: project guidelines; a handbook; curriculum for the training of counsellors.

Case-study 5 (Gender mainstreaming)
Project no: 56464-CP-1-98-1-DE-ADULT EDUC-ADU

Title: Creating Community Voices: Community radio and new technologies for socially disadvantaged groups

Co-ordinator: Pädagogische Hochschule Freiburg Im Breisgau, DE
Contact person: female

Partners: Università Degli Studi Di Roma 'La Sapienza', IT; Roskilde Universitetscenter, DK; University of Sunderland, UK; Katholieke Universiteit Nijmegen, NL; Middlesex University, UK; Amarc Europe, UK; Turun Lähiradioyhdistys Ry, FI; Freies Radio, AT; Connemara Community Radio, IE; Community Media Association, UK

Aims and objectives: to increase participation among disadvantaged groups in community radio; to familiarise members of the target group with new technology

Activities and working methods; training sessions involving those working in community radio and adult educators

Target group: members of disadvantaged communities

Outputs; guide, manuals, CD-ROM

The majority of projects in the gender mainstreaming category – particularly those under Grundtvig – had a broad social inclusion agenda. The main target groups were adults with low levels of formal education; with poor experiences of education; with literacy difficulties; the unemployed; those with little access to cultural facilities (such as those living in rural areas) women; vulnerable young people; those living in rural areas; the elderly; and children at risk of school failure.

Most of the projects selected by the National Agencies were school-based projects under Comenius 1 (see Appendices 3-9). With the exception of the projects chosen by the Austrian NA, these were primarily aimed at developing the European dimension. The assumption underlying all of the projects was that this could best be achieved by promoting intercultural awareness and understanding. This aspect was particularly pronounced in the projects selected by Hungary and Slovenia, and is a reflection of the national priorities of two countries preparing for accession.

The degree to which the situation of women was explicitly addressed in the projects in the gender mainstreaming category varied considerably. For example, in the study outlined in Vignette 5, there was an element of positive action, in that some of the seminars were targeted specifically at women, including one session intended for women wanting to take up positions in community radio management. Similarly, in two of the participating institutions in Project No 88257-CP-1-2000-1-UK ('Active Diagnosis') namely the UK and Italy, there was an explicit focus on the specific needs of women returners. In another case (Project No 26087 ERASMUS) there was an explicit positive action agenda, although the project itself could not be described as a positive action project. The aim of the project was to develop a Masters course in animal husbandry in the tropics. The gender balance in the co-ordinating institution (the Institute of Tropical Veterinary Medicine in Liege, BE) was 50/50, and the lead partner expressed a commitment to 'the promotion of women in the rural environment' (in this case in Africa).

There was some evidence that gender equality informed the curricular content of some projects. For example, one of the participating institutions in Project No. 88385-CP-1-2000-1-NL-GRUNDTVIG-ADU had concluded that mathematics is often too much oriented to white men, and had produced a curriculum sensitive to the needs and learning styles of women and members of ethnic minorities. However, it was not clear to what extent this had been adopted in the other participating countries.

This raises the question of the extent to which partner organisations fall back upon existing practice in their own institutions, or develop practice collaboratively. In view of the fact that in many cases curriculum materials were not available for scrutiny, we do not want to place too much emphasis on the apparent absence of 'gender-sensitivity' in curriculum materials.

In some cases, there was an explicit commitment to equal representation among course participants (*cf* for example, Project Nos. 87259-CP-1-2000-1-FR-

GRUNDTVIG-ADU and 88304-CP-1-2000-1-2000-1-AT-GRUNDTVIG-ADU).

In the case of projects with a 'train-the-trainer' focus, it is a simple matter to determine the gender breakdown of the participant group. And in most positive action projects, the issue did not arise because projects tended to target either male or female participants, but not both. However, in projects such as No 71248-CP-2-2000-1-LT-GRUNDTVIG-ADU (The European Network of Adult Education Organisations working on Women's Employment Issues), where the indirect beneficiaries of the project were women, project co-ordinators did not specify the number of women targeted or recruited. In addition, the gender balance amongst employees of participating institutions could vary.

5.3.1 Gender mainstreaming in Comenius

The fact that the schools involved were coeducational was frequently invoked in the response to the question as to whether the project would 'take any specific measures to promote equal opportunities for female and male staff and learners'. This applied particularly to the projects selected by Spain, and, to a lesser extent, France. (These projects are discussed in some detail in Appendices 3-9.) We have taken explicit reference to coeducation as the very minimum standard for inclusion in the category of 'gender mainstreaming'. However, the notion that coeducation is a necessary and sufficient precondition for gender equality has been challenged, particularly in Austria (see Appendix 3).

The best examples of 'gender mainstreaming' projects went beyond mere parity of numbers, and addressed issues such as

- The balance of work contributed by both girls and boys, with, where appropriate, elements of positive action: for example, to encourage girls to use ICT; and boys to communicate with via email
- Sensitisation of teachers to gender equality in the classroom
- Sensitisation of girls and boys to issues such as gender stereotyping and division of labour in the home, and to variations between countries in respect of these issues

5.4 Focusing on gender

There was also a small number of centralised projects in which the gender issue formed the object of enquiry. These included a Masters course on the legal status of women in the EU (26340 1996 ERASMUS); a project to develop an intensive ODL programme 'Interdisciplinary and Multicultural Women's Studies in Europe' (MINERVA 71185 9/1999-9/2000); and a project designed to promote a greater tolerance towards the gay and lesbian community in schools (COMENIUS 71548 1999). Project No 56273-CP-1-98-1-ES-ADULT EDUC-ADU also fits into this category, as its subject matter was images of women in contemporary art.

5.4.1 Focusing on gender in Arion

Three National Agencies presented Arion projects for scrutiny. Of these, only one had an explicit gender focus, although we were advised by an informant in Slovenia that the majority of applications — in that country at least — were from women.

Project No 99 054-AR described a study visit to Austria undertaken by a female Adviser to the Ministry of Education and Sport in Slovenia. As the very title of the project suggests (Equal opportunities between girls and boys), the main purpose of the visit was to gain an insight into Austrian policy in the field of equal opportunities (see Appendix 3); to explore the concept of 'conscious coeducation'; and to compare the situation in several European countries.

The other two projects, brief details of which can be found in Appendices 5 and 8, contained no evidence that gender was mainstreamed in the project.

6: Promoting gender equality

6.1 General remarks on administration and management

One of the terms of reference for this study was to determine the gender balance of individual contacts in the co-ordinating and partner institutions. It is encouraging to note that in respect of the centralised projects, the gender balance of the individual contacts in the co-ordinating institutions was almost equal: Female 46 (48%); Male 43 (45%); (missing data: 7). The gender balance in respect of the decentralised projects was as follows: Female 72 (64%); Male 31 (36%) (missing data: 9). However, in interpreting these findings it should be borne in mind that the gender balance of the project co-ordinators will to some extent be dictated by the gender balance of staff already present in the institution. The gender balance of the project co-ordinators is thus not, in itself, a sufficient indicator of gender equality in the management of projects.

As project outputs were available for scrutiny only in a minority of cases, it was not always possible to determine whether they had taken account of gender-related results. Similarly, as the projects were restricted in duration to between one and three years, there was little evidence of monitoring and evaluating gender-related aspects over time.

In as far as they had an explicit gender focus, many of the projects reviewed — particularly the school-partnership projects under Comenius 1 — were aimed at raising awareness of gender issues over time. There were thus no mechanisms in place for measuring gender-related outcomes during the lifetime of the project.

There was also little evidence that training on gender equality issues was provided for participating staff. However, given the broad scope of the majority of projects — an issue to which we return below — it is legitimate to question the extent to which it would be feasible to provide such training.

6.2 Promoting gender equality

What is the most effective way of promoting gender equality within SOCRATES II? We begin with three points that relate to both the Grundtvig and Comenius actions. The evidence from our analysis of projects under both these actions suggests

- Rewording Q 2 on the application form to read as follows: 'Please identify clearly, in a maximum of 300 words, the following aspects of your project: objectives, target groups (ie the ultimate beneficiaries of the project), and activities. Please state how the project will actively promote equal opportunities between women and men; promote equal opportunities for disabled persons; combat racism and xenophobia. You must be able to demonstrate that you have taken account of at least one of these transversal policies.'
- Piloting a version of the application form that puts greater emphasis on the aims, objectives, working methods and contribution to transversal policies

by placing related questions *before*, rather than after those relating to financial support, the constitution of the project partnership and the budget.

- Encouraging project co-ordinators and participants to focus on *one* of the following gender equality indicators:
  - equal *participation* (as opposed to enrolment) rates;
  - sensitisation of staff and students to gender equality issues in course content and mode of delivery;
  - screening project materials and outputs in order to avoid gender stereotyping;
  - ensuring that project materials and outputs appeal in equal measure to members of either sex.

The current application forms for both Grundtvig and Comenius foreground the development of a European Partnership. These partnerships must meet strict criteria: — the partnership must be 'well-balanced', particularly between countries that are geographically spread out; and, in the case of Grundtvig, it should be 'mixed', that is involve universities, associations and organisations from both formal and non-formal sectors.

However, there may be a danger that applicants equate the very process of forming the partnership with 'the European dimension'; that they equate cultural diversity with intercultural understanding; and consider that the participation of both men and women, girls and boys amounts to gender equality.

The ideal of the SOCRATES programme may be to form European partnerships amongst equals. However, the evidence suggests that in reality the idea for a particular project emerges from an individual or a group of individuals in one or more institutions (who may have a history of collaboration under SOCRATES). They then go on to seek other prospective partners to meet one of the criteria for a successful application.

The suggested rewording of Question 2 is lengthy. However, we consider it justified for the following reasons. Firstly, it flags up the importance of taking account of the transversal policies, as this question has a prominent position at the beginning of the form. Secondly, as the summary may be included in an official SOCRATES compendium, statements relating to equal opportunities between women and men that are included in summary statements will serve to raise awareness amongst future applicants and other interested parties.

The final point made above recognises that some projects lend themselves to focusing on particular gender equality indicators. For example, developing ICT study modules in order to exploit the 'time window' for (female) employees working part-time (see Project No 71070-CP-2-2000-1-SE-GRUNDTVIG-ADU (1999-00) on page 10); or in a hypothetical Comenius project, ensuring

that equal numbers of boys and girls were actively involved in project activities, and not merely passive members of a coeducational group.

6.2.1 Grundtvig

We make the following specific recommendations in respect of Grundtvig:

- Applicants should be encouraged to narrow their focus, and to concentrate on promoting one transversal policy
- Quotas could be established for each transversal policy. This would ensure that gender equality was the primary focus in approximately a third of Grundtvig projects. These projects should aim to achieve participation rates of 50 per cent women and 50 per cent men, unless specifically targeted at a single-sex group.

The evidence presented in Section 5 suggests that the Grundtvig projects were generally the most gender-sensitive. However, the broad social inclusion agenda that was a feature of so many Grundtvig projects meant that in many cases classified as examples of 'gender mainstreaming', consideration of gender issues appeared to have influenced the project design and implementation only to a relatively minor extent. The disparate nature of the target groups, which typically included members of several disadvantaged groups meant that participating agencies found it difficult to quantify the precise number in each group. Consequently, this information was not always available for scrutiny, and it was difficult to make judgements on the gender sensitivity of some projects. The main target groups were adults with low levels of formal education; with poor experiences of education; with literacy difficulties; the unemployed; those with little access to cultural facilities (such as those living in rural areas) women; vulnerable young people; those living in rural areas; and the elderly. We suggest that in any given project, it would be justifiable to focus on just one of the above groups, and to aim for 50/50 participation.

6.2.2 Comenius

- There is a clear need to ensure that coeducation is not equated with gender equality

The evidence suggests that as far as promoting gender equality is concerned, the focus of attention should be on Comenius 1 projects. For 35 (43%) of the 81 Comenius projects selected by the National Agencies had no evident gender equality focus. However, it is important to guard against making invidious comparisons between countries, as the starting points and priorities vary for each. For example, in Hungary and Slovenia, the primary objective of 'strengthening the European dimension' was of particularly high priority, in view of the preparations for Accession.

7: Staff and student mobility in Erasmus

7.1 Introduction

Since its launch in 1989, the Erasmus programme has enjoyed increasing success. The number of participants has risen each year by between 8% and 10%. For example, 27,000 students were selected in 1989/1990; by 1998-1999, 181,000 students were involved in the mobility programme.[1] This increase is in part a reflection of an overall rise in student numbers. For 'in the EU, on average, the number of students in tertiary education has more than doubled over the last twenty years.'[2] There has also been a marked increase in the proportion of women enrolling in tertiary education. They are now in the majority in most EU countries, with the exception of Germany, the Netherlands, Austria and Greece. [3] There are two final contextual details worth noting before we begin our account of the visits to the National Agencies. These are:

- 'In the EU, on average, almost 30% of those obtaining a tertiary education qualification did 'social science' courses, which include commercial and business administration, mass communication and documentation... in France and the Netherlands, nearly 40% of graduates came from this field.' [4] (We note that Eurostat classifies subjects into nine groups, which do not entirely correspond to the 16 Erasmus subject codes.)
- In the EU, on average, the distribution of qualifications between males and females is contrasted in numerous disciplines. Most qualifications in "education science and teacher training", "humanities, applied arts and theology" as well as "medical sciences" are given to females (respectively 73, 71 and 65%). Conversely, 80% of graduates from "engineering and architecture" are males.'[5]

7.2 Staff and student mobility

It was these issues, namely the increase in the total number of students — irrespective of gender — participating in mobility actions; and the gender bias in relation to discipline, that dominated the agenda in our visits to the seven National Agencies involved in Phase 2 of the study.

Staff mobility had a relatively low profile in the National Agencies. The evidence from this study suggests that there is a lack of harmonised and comparable statistics. We were unable to obtain a full dataset on staff mobility broken down by gender, age and subject area for each of the countries visited.

---

[1] Eurostat News Release, No 24/2000 Key Data on Education in Europe (24 February, 2000).

[2] Key Data on Education in Europe 1999/2000. European Commission/Eurydice/Eurostat, p 104.

[3] Key Data on Education in Europe 1999/2000. European Commission/Eurydice/Eurostat, p 116.

[4] Key Data on Education in Europe 1999/2000. European Commission/Eurydice/Eurostat, p 120. Gender disaggregated statistics in respect of fields of study are available on p231-232.

[5] Key Data on Education in Europe 1999/2000. European Commission/Eurydice/Eurostat, p 121.

However, data from the UK indicate that over 73% of those who took part in teacher mobility in 2000-2001 were men.[6] In the case of Hungary, it was possible to compare the numbers of staff and students participating in Erasmus mobility actions in a subject area that is generally female-dominated: Languages and Philological Sciences. *Prima facie* it appears that more men than women participate in outgoing staff mobility. However, we must guard against inferring too much from rather limited data: it is possible that the gender imbalance at staff level may be a reflection of the male-female staff ratio in this subject area in Higher Education institutions. There was anecdotal evidence to suggest that family responsibilities were perceived to be a significant obstacle to female participation in staff mobility, despite the relatively short duration of many visits. One female respondent in a Higher Education Institution in Austria made a point of advertising opportunities for mobility through Erasmus through the intranet system. In her view, increasing female participation could be achieved by continual suggestion through relatively informal means, such as email.

The main points to emerge from the visits to the National Agencies, and to higher education institutions in each of the seven countries, can be summarised as follows:

- Data relating to student and staff mobility were collected solely for the purposes of administering mobility grants
- Due to increased demand on their services, staff in international offices were finding the administration of the mobility action increasingly onerous
- There did not appear to be any spare capacity to analyse trends in participation rates by gender
- Informants in the National Agencies, and in the Higher Education Institutions visited attributed gender imbalances in respect of participation in Erasmus mobility actions
    - — gender imbalances in particular subject areas
    - — the high mobility rate in one female-dominated subject area (Languages and Philological Sciences) (For example, in 1999/2000, 33% of all UK Erasmus students were studying languages.[7])

Our findings thus confirm those reported in the *Survey into the Socio-economic background of Erasmus Students*, namely that the developments observed in Higher Education in Europe are reflected in the Erasmus figures. As can be seen from Table 7.1, female students substantially outnumbered males in respect of participation in mobility actions, except in Austria, where the reverse was the case.

[6] The figures vary from 73% in England to 84% in Northern Ireland.

[7] UK SOCRATES-Erasmus Council *Abstract of Statistical Data, 1999-2000 Student mobility*, p 3.

Table 7.1: Erasmus student outgoings by National Agency and gender (2000-2001)

National Agency	Female (%) n	Male (%) n	Total (n)
Austria (AT)	35 (1875)	65 (3498)	5373
Spain (ES)	60 (10227)	40 (6931)	17158
France (F)*	59 (10045)	41 (7048)	17093
Hungary (HU)	63 (1309)	37 (692)	1624
Norway (NO)	61 (607)	39 (385)	992
Slovenia (SI)	59 (136)	41 (96)	232
UK	66 (5977)	34 (3044)	9021

* The latest figures available for France relate to 1999-2000

If we exclude Austria from the analysis on the grounds that it is an 'outlier', that is, that it does not reflect the overall trend, the average rate of female participation over the remaining six countries is 61%. This is broadly in line with the findings from the Socio-Economic Survey referred to above, in which 59% of respondents were female.

Table 7.2 presents data on subject area broken down by gender which was made available by four countries: Austria, France, Hungary and the UK. These were the only countries from which comparable data were obtained within the required timescale. These data enable us to compare the degree of gender stereotyping by subject area across four countries. The main points to emerge can be summarised as follows:

- The majority of Erasmus students were women (between 59 to 66 per cent), except in Austria where men predominated
- Overall, women predominated in Language and Philological Sciences, particularly in the UK
- After Language and Philological Sciences, Business studies was the subject area that generated most student mobility overall
- Within the scope of the present study, it was not possible to determine whether this was merely a reflection of the gender balance in the student population, or whether there was an additional gender effect associated with Erasmus
- A greater percentage of UK men participated in mobility in the area of Language and Philological Science than was the case in the other three countries
- Overall, men are relatively well-represented in Engineering
- Forty-two per cent of Austrian male students taking part in mobility actions were studying Engineering, a higher percentage than in the other three countries

Table 7.2: Erasmus subject codes by National Agency and gender

Subject codes	Austria		UK		France		Hungary	
	F%	M %	F %	M %	F %	M %	F %	M %
01 Agricultural Sciences	.5	.5	.2	.4	2	2	7	6
02 Architecture	4	2	1	4	2	3	3	5
03 Art and Design	5	1	6	7	2	2	6	5
04 Business Studies	22	1	18	20	28	30	20	17
05 Education, Teacher Training	14	8	4	1	2	.6	8	2
06 Engineering	1	42	1	11	5	25	4	18
07 Geography, Geology	.05	4	1	2	.8	1	2	4
08 Humanities	3	9	2	2	3	2	3	5
09 Languages and Philological Sciences	19	1	42	24	30	7	19	5
10 Law	9	3	9	9	9	5	4	7
11 Mathematics, Informatics	.7	1	.9	2	1	5	2	7
12 Medical Sciences	5	2	3	2	2	1	7	6
13 Natural Sciences	4	2	3	5	5	7	3	3
14 Social Sciences	7	11	8	8	8	7	10	9
15 Communication and Information	3	3	1	.8	1	.5	2	1
16 Other areas of study	.4	2	.2	.8	.5	1	1	.5
Total (n)	1875	3498	5977	3044	10045	7048	1309	692

- Similarly, a greater proportion of men studying Humanities in Austrian Higher Education institutions took part in mobility actions than their counterparts elsewere
- More women and men studying in Hungarian institutions took part in mobility actions in the field of Agricultural Sciences than those from Austria, France and the UK

7.3 Conclusion

The evidence presented above has allowed us to identify patterns in the uptake of student mobility across a number of countries. They have also enabled us to identify salient differences between countries. Yet they have also raised some questions to which we have not been able to provide answers. For example, why is it the case that more men from Austrian institutions choose to study abroad to pursue their careers in engineering? And what are we to deduce from

the fact that a greater percentage of women from UK universities choose to study abroad? Is it the case that women are over-represented to an even greater extent in languages courses in the UK than elsewhere?

A study of the type reported here was not designed to provide answers to such question. It is our hope that it will stimulate research and debate in this area.

References

EQUAL OPPORTUNITIES COMMISSION (1997) *Mainstreaming gender equality in local government.* London: EOC. (Project co-financed by the European Commission under the Fourth Medium Term Action Programme on Equal Opportunities for Women and Men (1996-2000)

EUROPEAN COMMISSION (1996) 'Incorporating equal opportunities for women and men into all Community policies and activities', (COM (96) 67 final).

EUROPEAN COMMISSION (2000) 'Community Framework Strategy on Gender Equality (2001-2005)' (COM (2000) 335 final).

EUROPEAN COMMISSION (2000) Beijing + 5. *An Overview of the European Union Follow-up and Preparations.*

EUROPEAN COMMISSION (2000) Survey into *The Socio-economic Background of Erasmus Students*.

EUROPEAN COMMISSION Decision 253/2000/EC of the European Parliament and of the Council of 24.1.2000, Official Journal of the European Communities n° L28 of 3.2.2000.

Eurostat News Release, No 24/2000 Key Data on Education in Europe (24 February, 2000).

Key Data on Education in Europe 1999/2000. European Commission/ Eurydice/ Eurostat.

POWNEY, J., McPAKE, J., EDWARDS, L. and HAMILTON, S. (2000) *Gender Equality and Lifelong Learning in Scotland.* London: Equal Opportunities Commission.

Guidelines for Applicants and application forms for centralised projects can be found on the European Commission website. Contact details for the National Agencies are also available on this site.

http://www.europa.eu.int/comm/education/socrates.html

Appendix 1: Overview of centralised and decentralised projects

Table 1: Breakdown of centralised projects by Action/participating country

Participating Country	Comenius	Grundtvig	Erasmus	Minerva	Lingua	Total
Austria (AT)	2	6				**8**
Belgium (BE)	1	1	1	1	1	**5**
Denmark (DK)		1		2		**3**
Germany (DE)	6	5		2	1	**14**
Spain (ES)	3	6				**9**
Finland (FI)	2	3				**5**
France (F)	5	4	2	1		**12**
Ireland (IE)	1			1		**2**
Italy (IT)	2	1	1		2	**6**
Netherlands (NL)	1	2	3	1	1	**8**
Norway (NO)			1			**1**
Sweden (SE)	2	5				**7**
UK		5	1	2	3	**11**
Czech Republic (CZ)	1	1				**2**
Hungary (HU)		1				**1**
Lithuania (LT)		1				**1**
Total per action	**26**	**42**	**9**	**10**	**8**	**95**

Table 2: Breakdown of decentralised projects by Action/National Agency

Selected by…	Comenius	Grundtvig	Arion	Total per NA
Austria (AT)	10	2	0	**12**
Spain (ES)	18	0	0	**18**
France (F)	6	9	1	**16**
Hungary (HU)	15	4	1	**20**
Norway (NO)	14	5	0	**19**
Slovenia (SI)	14	3	2	**19**
UK	4	5	0	**9**
Total per action	**81**	**28**	**4**	**113**

Appendix 2: Classification of centralised and decentralised projects

Table 1: 'Positive action': overview of centralised and decentralised projects

Comenius	Grundtvig	Arion
Centralised projects	*Centralised projects*	
57134-CP-1-98-1-FI-COMENIUS-C31	71070-CP-2-2000-1-SE-GRUNDTVIG-ADU	Nil
71257-CP-2-2000-1-SE-GRUNDTVIG-ADU	71248-CP-2-2000-1-LT-GRUNDTVIG-ADU	
	71257-CP-2-2000-1-SE-GRUNDTVIG-ADU	
	87601-CP-1-2000-1-UK-GRUNDTVIG-ADU	
	70779-CP-1-1999-1-SE-ADULT EDUC-ADU	
	71131-CP-1-1999-1-AT-ADULT EDUC-ADU	
	70963-CP-2-2000-1-FI-GRUNDTVIG-ADU	
Total: 2	Total: 7	
Decentralised projects	*Decentralised projects*	
	01-NOR 01-S2G01-00021-1 (NO)	Nil
42015 PV-1-97-2 (UK)	925334 (UK) 365000 (UK) GR2/01/28 (UK) GR2/01/14 (UK)	
Total: 2	Total: 1	

Table 2a: 'Gender mainstreaming': overview of centralised projects (Comenius and Grundtvig)

Comenius	Grundtvig
Centralised projects	*Centralised projects*
26349-CP-3-98-1-NL-COMENIUS-C2	71127-CP-2-2000-1-AT- GRUNDTVIG-ADU
26458-CP-1-96-1-FR- COMENIUS-C31	86794-CP-1-2000-1-ES-GRUNDTVIG-ADU
26465-CP-1-96-1-FR- COMENIUS-C31	70760-CP-202000-1-FI- GRUNDTVIG-ADU
26557-CP-1-96-1-ES- COMENIUS-C31	87259-CP-1-2000-1-FR- GRUNDTVIG-ADU
41126-CP-1-97-1-ES- COMENIUS-C2	87379-CP-1-2000-1-IT- GRUNDTVIG-ADU
41021-CP-1-97-1-IT- COMENIUS-C31	87526-CP-1-2000-ES- GRUNDTVIG-ADU
41026-CP-1-97-1-IT- COMENIUS-C31	87670-CP-1-2000-1-UK- GRUNDTVIG-ADU
57172-CP-1-98-1-FR-COMENIUS-C2	88133-CP-1-2000-1-FR- GRUNDTVIG-ADU
57234-CP-1-98-1-DE- COMENIUS-C2	88257-CP-1-2000-1-UK- GRUNDTVIG-ADU
57063-CP-1-98-1-SE- COMENIUS-C31	88266-CP-1-2000-1-AT- GRUNDTVIG-ADU
57230-CP-1-98-1-DE- COMENIUS-C31	88275-CP-1-2000-1-DE- GRUNDTVIG-ADU
71520 1999 COMENIUS (AT)	88348-CP-1-2000-1-NL- GRUNDTVIG-ADU
71522 1999 COMENIUS (CZ)	88385-CP-1-2000-1-NL- GRUNDTVIG-ADU
71536 1999 COMENIUS (IE)	39802-CP-1-97-1-GB-ADULT EDUC-ADU
71556 1999 COMENIUS (BE)	39824-CP-1-97-1-FR- ADULT EDUC-ADU
71559 1999 COMENIUS (F)	56060-CP-1-98-1-DE- ADULT EDUC-ADU
71617 1999 COMENIUS (SE)	56393-CP-12-98-1-AT- ADULT EDUC-ADU
56277-CP-1-98-1 COMENIUS-C31(DE)	564464-CP-1-98-1-DE- ADULT EDUC-ADU
87952 COMENIUS 3.1 (DE)	88314-CP-1-2000-1-DE-GRUNDTVIG-ADV
26557-CO-1-96-1-ES-COMENIUS-C2	71214-CP-1-1999-1-DK- ADULT EDUC-ADU
57250-CP-1-98-1-DE-COMENIUS-C2	88344-CP-1-2000-1-DE- GRUNDTVIG-ADU
71634 FR COMENIUS-C2	56343-CP-1-98-1-ES- ADULT EDUC-ADU
87757 AT COMENIUS-C2	86867-CP-1-2000-1-FR-GRUNDTVIG-ADU
57239-CP-1-98-1-DE- COMENIUS-C312	56071-CP-3-2000-1-UK-GRUNDTVIG-ADU
	88331-CP-1-2000-1-SE-GRUNDTVIG-ADU
	88130-CP-1-2000-1-ES-GRUNDTVIG-ADU
	88246-CP-1-2000-1-HU-GRUNDTVIG-ADU
	71104-CP-1-1999-1-ES-ADULT EDUC-ADU
	71079-CP-2-2000-1-SE- GRUNDTVIG-ADU
	88150-CP-1-2000-1-FI- GRUNDTVIG-ADU
	88277-CP-1-2000-1-CZ- GRUNDTVIG-ADU
	35810-CP-1-95-1-NL-ADULT EDUC-ADU
	70983-CP-2-2000-1-BE- GRUNDTVIG-ADU
	88304-CP-1-2000-1-AT- GRUNDTVIG-ADU
Total: 24	Total 34

BEST COPY AVAILABLE

Table 2b: 'Gender mainstreaming': overview of centralised projects (Minerva, Lingua, Erasmus)

Minerva		**Lingua**		**Erasmus**	
Centralised projects	**NA**	*Centralised projects*	**NA**	*Centralised projects*	**NA**
35303 MINERVA	DE	25168 LINGUA	IT	26087 1996 ERASMUS	BE
40030 MINERVA	DE	39686 LINGUA A	BE	26099 1996 ERASMUS	IT
56246 MINERVA	DK	39932 LINGUA A	UK	26381 ERASMUS	?
56250 MINERVA	BE	39964 LINGUA	UK	55792 ERASMUS	F
56257 MINERVA	F	39988 LINGUA A	UK	26375 1996 ERASMUS	NL
56434 MINERVA	UK	40023 LINGUA A	IT	26332 ERASMUS	UK
70976 MINERVA	UK	56413 LINGUA A	NL	26104 ERASMUS	NO
87565 MINERVA	DK	25248 LINGUA A	DE	55839 ERASMUS	?
87887 MINERVA	IE				
Total: 9		Total 8		Total 8	

Table 2c: 'Gender mainstreaming': overview of decentralised projects

Comenius	**NA**	**Grundtvig**	**NA**
01-ESP01-S2C01-00572-1	ES	01-FRA1-S2GO1-00031	F
00-ESP01-S2C01-00925-1	ES	01-FRAI-S2G01-00008	F
01-ESP01-S2C01-00717-1	ES	01-FRAI-S2GO1-00013	F
01-ESP01-S2C01-00930-1	ES	01-FRA1-S2G01-00007-1	F
01-ESP01-S2C01-00915-1	ES	01-FRA1-S2G01-00009-1	F
01-ESP01-S2CO1-00734-1	ES	01-FRA1-S2G01-00011-1	F
01-ESP01-S2C01-00434-2	ES	S2 G01-00033-187243-CP-2-2001-1	F
05577-3	F		
SP 2001/RE-5	HU	2001/marc/5	HU
01-NOR01-S2C01-00042-1	NO	2001/marc/7	HU
01-NOR01-52C01-00045-	NO	2001/marc/11	HU
01-NOR01-S2C01-00050-1	NO	01-NOR01-S2G01-00020-1	NO
01-NOR01-S2C01-00171-1	NO	01-NOR01-S2G01-00022-1	NO
01-NOR01-S2C01-00082-1	NO	01-NOR01-S2G01-00013-1	NO
01-NOR01-S2C01-00173-1	NO		
01-NOR01-S2C01-00089-1	NO		
01-NOR01-S2C01-00062-1	NO		
01-NOR01-S2C02-00015-1	NO	**Arion**	FR
01-NOR01-S2C02-00005-1	NO	0104-FR	
01-N0R01-S2C03-00010-1	NO		
01-N0R01-S2C03-00016-1	NO		
01-NOR01-S2C03-00015-1	NO		
01-NOR01-S2C01-00010-1	NO		
99-386-C1	SI		
99-376-C1	SI		
99-033-C1	SI	90646-CP-1-2001	SI
2001-1331	SI	90131-CP-1-2001	SI
2001-1333	SI	90455-CP-1-2001	SI
2001-1325	SI		
87243-CP-2-2001-1	UK	94382-CP0I-2001-1	UK
94382-CP0I-2001-1	UK	**Total: 18**	
71674 CP 3 2001 1 **(Total 32)**	UK		

Table 3: 'Focusing on gender issues': overview of centralised and decentralised projects

Comenius	NA	Grundtvig	NA	Erasmus	NA	Minerva	NA	Arion	NA
Centralised projects									
71548 1999 COMENIUS	FI	56273-CP-1-98-1-ES-ADULT EDUC-ADU	N/A	26340 1996 ERASMUS	F	71185 9 MINERVA	NL	Nil	N/A
Decentralised projects									
EBP98/99/P 1HS4	AT	25140 CP 2 97 1 AT	AT						
EBP98/99/P /HS4	AT	G2 -1-P-0-001	AT						
EBP97/98/P 1HOS23	AT								
C1 01 3 SUP-P -A-N- 178	AT								
EBP97/98 PVS6 1997 EBP99/00 P1HS21	AT								
EBP98/99/P /HS9	AT								
EBP98/99/P /HS4	AT								
EBP97/98/P /HOS30	AT								
EBP/97/HO S 5	AT								
	AT								
01-ESP01-S2C01-000329-2	ES								
05381-1	F								
SL-026-1 (99)	SI							99-054-AR	SI
Total: 13		**Total: 3**							

Appendix 3 — Austria (AT)

1 Overview of projects

Table 3.1 presents an overview of the projects selected by the Austrian National Agency. In all but one case (EBP98/99/P/HS4), the projects were co-ordinated by Austrian institutions. Eight of the projects selected came under SOCRATES I, and four under SOCRATES II.

Table 3.1: overview of Austrian NA projects

Project no.	Action	Title	NA
EBP98/99/P1H S4	Comenius	Frauen in der Kunst (Women in art)	AT
EBP98/99/P/HS 4	Comenius	Gleiche Chancen für Jungen und Mädchen in Europa (Equal opportunities for boys and girls in Europe)	IT
EBP97/98/P1H OS23	Comenius	Work, Care and Social Involvement/BALANCE. Who cares?	AT
C1-01 1 SUP K-B-193	Comenius	Wie wird sich die Rolle der Frau im Neuen Jahrtausend verändern? (How will the role of women change in the next millenium?)	AT
C1 01 3 SUP-P -A- N- 178	Comenius	Gleichstellungserziehung in der koedukativen Schule (Educating for equality in the coeducational school)	AT
EBP97/98/P/H OS30	Comenius	Girls in technical jobs	AT
EBP97/98 PVS6 1997	Comenius	Equal opportunities for all: at home; at school; in society, in the media	AT
EBP99/00 P1HS21	Comenius	Women in the family, sport, politics, art	AT
EBP98/99/P/HS 9	Comenius	Equal opportunity of education	AT
EBP/97/HOS 5	Comenius	Die Rolle der Frau in der Technik in verschiedenen Ländern der EU (Women in technology)	AT
G2 -1-P-0-001	Grundtvig	DiVersion: managing gender and diversity	AT
25140 CP 2 97 1 AT	Grundtvig	Institut für interdisziplinäre feministische Bildung und Forschung	AT

2 The policy context

The educational principle *Erziehung zur Gleichstellung von Frauen und Männern (Education to Equality between Women and Men)*[1] was introduced in September 1995. There is extensive support material designed to raise awareness amongst teachers, and to help them integrate the principle into the school curriculum.[2] The guidelines available cover issues such as the impact of coeducation on girls; interaction and communication in the coeducational classroom; language; school text books, power; and gender-specific education for boys.

The *Bundesministerium für Bildung, Wissenschaft und Kultur* (the Austrian Federal Ministry of Education, Science and Culture) had identified five priority areas for the period 2001-2003. These are published in Action Plan 2003[3], produced by the *Abteilung für geschlechtsspezifische Bildungsfragen* (Department for Gender Issues and Equality in Education). The main areas of concern can be summarised as follows:

- Promoting the educational principle *Erziehung zur Gleichstellung von Frauen und Männern (Education to Equality)* by raising awareness of

  — sex-specific socialisation, and investigating the causes of sex-specific division of labour at home and at work

  — how curriculum content and educational materials may reinforce sex stereotypes

  — sexism at school and in the education system
- Promoting the concept of *bewusste Koedukation* ('conscious coeducation'), in order to reduce gender stereotyping in subject choice and career direction, which have remained relatively unchanged despite coeducational practice.
- Promoting gender-sensitive vocational orientation, including initiatives to encourage girls into technology[4]
- Ensuring balanced participation of women and men in decision-making
- Promoting women's access to IT

In the Austrian educational policy arena, the emphasis on gender mainstreaming and *Frauenförderung* ('advancement of women') are evident in the very title of Action Plan 2003. The introduction of single-sex education in a small number of Viennese schools on a trial basis in 1995-96 was prompted by concerns that coeducation was having a negative effect upon girls' self-esteem and performance. The results of the two-year experiment were generally positive.[5] It was subsequently recognised that it was important to work with boys on gender-related topics, and guidance for teachers is now available.[6]

3 Project classification

Table 3.2 below presents our classification of the projects selected by the Austrian National Agency.

Table 3.2: classification of Austrian NA projects

Classification	Grundtvig	Comenius	Arion
Positive action	0	2	N/A
Gender mainstreaming	0	0	N/A
Focusing on gender issues	2	8	N/A
No evident EO focus	0	0	N/A
Total per action	**2**	**10**	**0**

4 Concepts and implementation

4.1 Comenius

As we saw above, all the Comenius projects selected focused specifically on gender issues. One (C1 01 3 SUP-P-A-N-178) was co-ordinated by the Gymnasium Rahlgasse in Vienna, one of the schools participating in the single-sex education trial referred to above. The main aim of the project was to develop greater gender awareness in school organisation and teaching in a coeducational setting. This was also the theme of Project Nos EBP98.99/P1HS4 and EBP97/98 PVS6 1997, which comprised comparative analyses of the respective roles of boys and girls in school and in the family. Among the aims of the latter project was to develop a guide to ensure gender awareness in school; and to initiate an action research project on gender interaction in the classroom. Similarly, one of the aims of Project No EBP98/99/P/HS9 (Equal opportunity of education) was to put in place concrete measures in each school to counter gender-stereotyping.

It is interesting to note that Project Nos EBP97/98/HOS30 and EBP/97/HOS 5, both of which focus on counteracting gender stereotyping in subject choice and on encouraging girls into technology are from SOCRATES I. As such, they also contain elements of positive action, but as their remit is broader, we have classified them as gender mainstreaming. They also predate government initiatives to encourage girls to take up careers in Information and Communication Technology (ICT).

The four remaining Comenius projects (EBP98/99/P1HS4; EBP97/98/P1HOS23; C1-01 1 SUP K-B-193; and EBP99/00 P1HS21) broadly reflect the concerns addressed by the educational principle *Erziehung zur Gleichstellung von Frauen und Männern:* sex-specific division of labour at home and at work; gender-stereotyping; sexism; violence against women; the portrayal of women in the media; the role of women in public life, etc.

4.2 Grundtvig

The aims of Project No G2-1-P-0-001') (DiVersion: managing gender and diversity) were to make social, cultural and institutional multiplicity and diversity the object of individual and organisational learning; and to overcome social differences in relation to gender, ethnicity, age, religion, social class and lifestyle. The project was concerned with curriculum development in adult education. Among the activities listed was a discussion of gender specific didactics. Once again, this is a theme that echoes the Austrian educational policy agenda set out in para. 2 above.

5 Administration and management

The gender balance of the project co-ordinators was as follows: female 8; male 3 (gender unknown 1). These data are significant in as far as they underline the necessity of overcoming gender stereotypes. Two of the three male co-

ordinators were from technically-oriented Higher Education Institutions; the third was the primary school headteacher. The co-ordinator of Project No C1-01 1 SUP K-B-193 was involved in the professional training of nursery nurses. It is likely that in the case of the three further or higher education institutions, the gender of the co-ordinator reflects the gender balance of the staff. As far as the other projects were concerned, it was not possible to determine whether or not was the case.

In the projects presented by the Austrian National Agency, there was some evidence that training was provided on gender equality issues. For example, in Project No C1 01 3 SUP-P-A-N-178, a teacher training course on a more gender-conscious approach to coeducation was being developed, although this was for internal use only. Although not presented as a staff development opportunity, the action research project conducted as part of Project No EBP97/98 PVS6 1997 is likely to fulfil such a function, as are the numerous exchanges between teachers from different countries which were an integral part of all the projects selected.

There was no evidence of explicit strategies for monitoring and evaluating gender-related aspects of the projects. We did not find any evidence of mechanisms for measuring gender-related outcomes. However, as one project co-ordinator (C1 01 3 SUP-P -A- N- 178) pointed out, it is difficult to evaluate the effectiveness of a project aimed at -raising over time.

The fact that no outputs were available for scrutiny made it difficult to determine whether or not dissemination had taken account of gender-related results.

6 References

[1] *Erziehung zur Gleichstellung von Frauen und Männern (Education to Equality)* Grundsatzerlass der Bundesministerin für Unterricht und kulturelle Angelegenheiten vom 15. November 1995, GZ 15.510/60-Präs. 3/95).

[2] *Erziehung zur Gleichstellung von Frauen und Männern. Informationen und Anregungen zur Umsetzung.* Vienna: Bundesministerium für Bildung, Wissenschaft und Kultur (1996).

[3] *Actionsplan 2003.* Gender-Mainstreaming und Frauenförderung in Schule und Erwachsenenbildung.

http://www.bmbwk.gv.at/start.asp

[4] *Log into the Future. Girl's Choice: Berufe mit Zukunft im Bereich Information/Kommunikation-EDV und Neue Medien.* Vienna: Bundesministerium für Unterricht und kulturelle Angelegenheiten, 1999

[5] *Schulqualität und geschlechtssensibile Lernkultur- Projektbericht zur Reflexion und Weiterentwicklung der Koedukation* (nd)

[6] Brave Mädchen— Schlimme Buben? Bubenarbeit in der Schule (1996)

Appendix 4 — Spain (ES)

1 Overview of projects

Tables 4.1 and 4.2 present an overview of the projects selected by the Spanish National Agency. All of the selected projects were Comenius, and came under SOCRATES II. Only 4 of the 18 projects were co-ordinated by Spanish institutions.

Table 4.1: overview of Spanish NA projects

Project no	Action	Title	NA
01-ESP01-S2CO1 –00915-1	Comenius	Semenjanzas y diferencias en la evolución de las manufacturas céramicas de los paises europeos (Similarities and differences in the development of ceramic manufacture in European countries)	IT
01-ESP01-S2C01-00930-1	Comenius	Diferencias y similtudines culturales y medio-ambientales (Cultural and environmental differences and similarities)	DE
01-ESP01-S2C01-00717-1	Comenius	Explorando el impacto de las diferencias culturales europeas en el mundo del trabajo (Exploring the impact of cultural differences in the world of work)	UK
00-ESP01-S2C01-00507-3	Comenius	Identidades culturales: semejanzas y diferencias (Cultural identities: similarities and differences)	ES
00-ESP01-S2CO1 –00925-1	Comenius	Diferentes pero iguales (Different but equal)	FI
01-ESP01-S2CO1–00572-1	Comenius	Pueblos europeos: diferentes pero iguales (European peoples: different but equal)	IT
01-ESP01-S2C01-00495-2	Comenius	Distintos lugares socios iguales (Different places, equal partners)	DK
00-ESP01-S02C2-00312-2	Comenius	La concepción de la ciudadanía europea (Conceptualising European citizenship)	ES
01-ESP01-S2C02-00957-3	Comenius	?	?
00-ESP01-S2CO1 –00968-2	Comenius	Trabajo en equipo para comunicar, entender y apreciar nuestras similitudes y diferencias (Group work to communicate, understand and appreciate our similiarities and differences)	ES

Table 4.2: overview of Spanish NA projects (cont.)

Project no	Action	Title	NA
?	Comenius	Salud: Gestión del Tiempo Libre (Health: management of free time)	ES
01-ESP01-S2C01-00434-2	Comenius	El medio rural y el urbano. Diferencias de modas, condiciones de vida y fuentes de riqueza desde el punto de vista de los jóvenes (The rural and the urban environment. Differences in conditions and ways of life and sources of wealth from the point of view of young people)	FI
01-ESP01-S2CO1-00226-3	Comenius	Tolerancia; racismo (Tolerance; racism)	AT
00-ESP01-S2C01-00539-2	Comenius	La integración del hombre con su entorno: Festividades y fiestas tradicionales (Integration of man in his environment: traditional festivals)	IT
00-ESP01-S2CO-00188-2	Comenius	Somos iguales, somos diferentes (We are equal, we are different)	SE
01-ESP01-S2CO-00734-1	Comenius	La mujer y la igualdad de oportunidades (Women and equal opportunities)	IT
01-ESP01-S2CO1-00734-1	Comenius	¿Cuál es la diferencia? (What's the difference?)	UK
01-ESP01-S2CO2-00182-1	Comenius	Juventud y tolerancia en Europa (Youth and tolerance in Europe)	AT

2 The policy context

A major reform of education was enacted in the 1990 LOGSE (General Law of the Spanish Educational System).[1] This covers all aspects of the system apart from higher education.

The preamble to LOGSE makes strong statements in relation to equality of opportunity in general terms, although there are few specific references to gender equality, the most significant being:

> Education is thus a path to advancement in the struggle against discrimination and inequality, whether the latter arise from birth, race, sex, religion or convictions, whether their origins find their roots in the family or society. Discrimination and inequality are traditionally present, or appear systematically in a fast-moving society.

Subsequently, in the Preamble, there is a discussion of specific problems the LOGSE is designed to address. Promotion of equal opportunities is not listed in this context.

Within the principal *chapters* of the law, very limited reference is made to equality of opportunities from the perspective of gender. Exceptions include:

Article 2, which establishes that:

> Education shall develop with the following principles being taken into consideration [...] effective equality of rights between the sexes, rejection of all types of discrimination and respect for all cultures. (Article 2: 3c)

Article 19, where the following is included among the abilities to be developed:

> Behave in a spirit of cooperation, moral responsibility, solidarity and tolerance, respecting the principle of non-discrimination. (Article 19d)

Article 57, in the section dealing with the quality of education, which establishes that

> [educational] materials shall be created without any type of discriminatory stereotypes, and emphasis shall be placed on sexual equality. (Article 57: 3)

Article 60, in the same section, which establishes that:

> Education Authorities shall guarantee academic, psychological and professional counselling to students, especially when faced with different educational or professional options. Special attention shall be devoted to overcoming discriminatory social habits which condition access to different studies and professions. (Article 60: 2)

There is a specific chapter on *Compensation for Educational Inequalities*. Here there is a strong general commitment to equality of opportunity. However, inequalities are understood to derive principally from social, economic, cultural, geographical, ethnic and other factors, and gender is not specifically mentioned in any of the articles.

No other official documentation that might have a bearing on gender equality has been identified. However, the researchers had access to a review of research on inequalities conducted by the Centre for Investigation and Documentation of Education (CIDE), the national educational research centre in Spain, covering the period 1983 to 1997.[2] The various studies reviewed have focused primarily on statistical evidence and thus, in relation to student participation in education, raise few issues in relation to gender equality, given that male and female participation is virtually even in all sectors. However, a different picture emerges in relation to the education profession in Spain. The various studies reviewed show that the proportion of women to men in each sector falls as the sector level rises: for example, in the academic year 1995-6, 4% of all infant teachers were male, but 68% of university staff were male. Furthermore, when the position of women and men within each sector was studied, far fewer women than men were to be found in senior or management positions. This was particularly marked at tertiary level, where only 13% of professors are women. However, it was also significant in other sectors where women predominate: for example, in the academic year 1997-8, 66% of all primary teachers were women but only 42% of primary school headteachers. The review noted that despite expectations at the beginning of the 1980s that the number of women in all areas where they were under-represented would rise over time, there was no evidence from data collected towards the end of the following decade that this was the case: indeed it seemed that imbalances were becoming more strongly established.

All the available evidence from Spain reflects the view implicit in most of the projects reviewed for this study: namely, that gender equality in relation to students' participation in and experiences of education is not seen as

problematic. Nevertheless, there is evidence of gender inequality in staff recruitment and promotion that should give cause for concern.

3 Project classification

Table 4.3 below presents our classification of the projects selected by the Spanish National Agency. There was large number of projects with no evident focus on equal opportunities — in relation at least to gender.

Table 4.3: classification of Spanish NA projects

Classification	Grundtvig	Comenius	Arion
Positive action	N/A	0	N/A
Gender mainstreaming	N/A	7	N/A
Focusing on gender issues	N/A	1	N/A
No evident EO focus	N/A	10	N/A
Total per action	**0**	**18***	**0**

*19 Comenius projects were reviewed. However, there was insufficient information available on one project (01-ESP01-S2C02-00957-3) (written in Gallego) to admit of classification.

4 Concepts and implementation

4.1 Comenius

In contrast to Austria (see Appendix 3), and to a lesser extent France (Appendix 5), the very fact that most schools in Spain are coeducational is considered to mean that gender equality is an integral part of school life, and that this is reflected in all educational projects.

It is thus not surprising that there was only one project (01-ESP01-S2C01-00329-2) that focused specifically on gender equality. The co-ordinator was female, as were 28 of the 30 teachers involved in the co-ordinating school (a coeducational secondary school in Italy). The fact that the majority of teachers involved were female suggests that the project arose out of an interest among these teachers in promoting the interests of girls in a coeducational setting. This brings to mind the Austrian case, where in the wake of the introduction of single-sex education in five Viennese secondary schools, it was considered important to deal with the gender equality issue specifically with boys.

In the case of Project No 01-ESP01-S2C01-00329-2, the absence of male role models is potentially an area of concern, and one that was not addressed by the project. The primary aim of the project was to develop egalitarian values and social solidarity; and to encourage critical reflection on inequalities suffered by women at home, at school and in the workplace. As such, the project had echoes of the 'conscious coeducation' that was a feature of Austrian educational policy.

There was, however, a significant number of projects with no evident focus on equal opportunities. In nine cases[1], the documentation presented did not include any response at all to the relevant question on transversal policies, viz. 'Will the project take any specific measures to promote equal opportunities for female and male staff and learners?'. This is disappointing, particularly since all of these projects came under SOCRATES II.

The main aims of Project No 00-ESP01-S02C2-00312-2 (Conceptualising European citizenship) were to 'reinforce the European dimension in education and in equal opportunities; to promote a closer and more supportive union in the context of a single currency; and to develop a greater understanding among pupils and staff of the countries in which the participating schools were located.' Although a response to Q10 was provided, it did not specifically relate to gender. However, the fact that the aims of promoting 'tolerance among classmates' and facilitating 'communication between groups' were not deemed to have been successful may indicate the existence of communication difficulties associated with the coeducational setting, although once again these were not made explicit.

We have categorised the following projects as examples of 'gender mainstreaming'. The minimum standard for inclusion in this category was the invocation of 'unconscious coeducation'. For Project Nos 01-ESP01-S2C01-00572-1, 00-ESP01-S2C01-00925-1, 01-ESP01-S2C01-00717-1 and 01-ESP01-S2C01-00734-1 all invoked the fact that their school is coeducational in their responses to Q10. The following brief extracts from the documentation are examples of the language used: 'the project will naturally promote equality of opportunities for all the students, without taking account of sex, race, etc'; 'all students will participate, without distinctions on the basis of gender'; 'both sexes will take part equally in the project.' In Project No 01-ESP01-S2C01-00930-1 (Cultural and environmental similarities and differences), the response to Q10 made it explicit that 'balanced groups of students and teachers will be formed (in relation to gender)'. In addition, students participating in Project No 01-ESP01-S2C01-00717-1 'will reflect very seriously on the influence of gender in the world of work ... and will raise their awareness of this issue.' In Project No 01-ESP01-S2C01-00572-1, we are informed that 'the idea of the equality of the sexes will be reinforced in every activity'. However, information on precisely how this was to be achieved was not provided. Similar concerns were reflected in Project No 01-ESP01-S2CO1-00915-1, although no details were provided on 'the initiatives necessary' to ensure 'the promotion of equality between the two sexes'.

[1] Project Nos 01-ESP01-S2C01-00495-2; 00-ESP01-S02C2-00312-2; 00-ESP01-S2C01-00968-2; 00-ESP01-S2C01-00507-3; Project No not indicated; 01-ESP01-S2C01-00226-3; 00-ESP01-S2C01-00539-2; 00-ESP01-S2C01-00188-2; 01-ESP01-S2C02-00182-1.

5 Administration and management

The gender balance of the project co-ordinators was as follows: female 14; male: 1 (gender unknown: 2). These data are difficult to interpret, as it was not possible in each case to determine the extent to which the gender of the co-ordinator reflected the gender balance of the staff as a whole. In the five cases for which complete data on the gender breakdown of staff and students were available, it is clear that women were very much in the majority as far as staff participation was concerned. These data are significant in as far as they underline the predominance of women in the teaching profession — particularly in the primary education sector.

There was no evidence that specific training on gender equality issues was provided.

There was also no evidence of explicit strategies for monitoring and evaluating gender-related aspects of the projects. Nor did we find any evidence of any mechanisms in measuring gender-related outcomes. The fact that outputs were available for scrutiny in few instances (most extensively in the case of Project No 00-ESP01-S02C2-00312-2) made it difficult to determine whether or not dissemination had taken account of gender-related results. In the above-mentioned project, there was no evidence that dissemination had taken account of gender-related results. This is disappointing, given that the topic of the project — conceptualising European citizenship — and the materials produced could very easily have lent themselves to a discussion of gender issues.

6 References

[1] Ministerio de Educación y Ciencia (1991): *General Law of Spanish Educational System.* Madrid: Ministerio de Educación y Ciencia Centro de Publicaciones.

[2] Grañeras, M, Lamelas, R, Segalerva, A. Vázquez, E., Gordo, J.L. and Molnuevo, J. (1997): *Catorce años de investigación sobre desigualdades en la educación.* Madrid: CIDE. (Colección de CIDE No. 133)

Appendix 5 — France (F)

1 Overview of projects

Table 5.1 presents an overview of the projects selected by the French National Agency. In all but one case (S2G01-00033-1), the projects were co-ordinated by French institutions. All the projects selected came under SOCRATES II.

Table 5.1: overview of French NA projects

Project no.	Action	Title	NA
05381-1	Comenius	Sur le chemin de l'Europe, filles et garcons: une égalité d'éducation (Equal opportunities for girls and boys in Europe)	F
05574-1	Comenius	Vers le troisième millénaire (Towards the third millenium)	F
05578-1	Comenius	La memoire ouvrière, un élément constitutif de l'dentité européene (What makes us Europeans? Exploring working class memories)	F
05180-1	Comenius	Le songe de Poliphile ou l'Europe des Jardins (Polyphila's dream, or gardens of Europe)	F
05577-3	Comenius	AGORA (The market place)	F
004412-2	Comenius	L'intégration du handicapé dans la cité (Improving access for the disabled in the city)	F
01-FRA1-S2G01-00011-1	Grundtvig	Concilier vie familiale et vie professionele: le pari d'une harmonie sociale (Reconciling family and professional life)	F
S2G01-00033-1	Grundtvig	SCAL Processus d'orientation des adultes (Providing a way forward for adults)	ES
01FRA 1-S2G01-00005-1	Grundtvig	Le partenariat pédagogique sur l'altérnance comme vecteur d'ouverture à l'agriculture de groupe et à la citoyenneté européen (Promoting social inclusion in agriculture : towards European citizenship)	F
01FRA1-S2G01-00007-1	Grundtvig	Training crossroads	F
01-FRA1-S2G01-00009-1	Grundtvig	Education de parents et respect de la diversité culturelle (Creating respect for cultural diversity through parent education)	F
01-FRA1-S2G01-00030-1	Grundtvig	Lieux d'acceuil et lieu social (Combatting social exclusion)	F
01-FRA1-S2GO1-00031	Grundtvig	Favoriser la communication entre publics vulnerables (Promoting communication among vulnerable groups)	F
01-FRAI-S2GO1-00013	Grundtvig	Favoriser l'insertion sociale par la pratique citoyenne	F
01-FRAI-S2G01-00008	Grundtvig	INTEGR-ART (INTEGRegation sociale au moyen de la creation ARTistique) (Social integration through art)	F
1004-FR	Arion	Study visit on careers guidance	F

We note that the majority of projects selected by the French National Agency were under Grundtvig. This reflects the prominence of Grundtvig projects in the Phase 1 sample (see Table 1, Appendix 1 for a breakdown of the centralised projects by action).

2 The policy context

The first article of the French Education Act of 10 July 1989 specifies that the public education service should contribute to promoting equality of opportunity between women and men. Although it is acknowledged that society has evolved considerably in the last 50 years, the evidence appears to suggest that women have still not achieved complete equality.

The key areas of concern referred to in the interministerial Convention (25 February 2000)[1] can be summarised as follows:

- To counteract the negative effects of gender stereotyping in subject choice and professional orientation.
- To sensitise girls to the requirements of the modern labour market; for example, to make them aware of the need to become proficient in ICT.
- To develop positive action projects in order to encourage girls into science and technology.
- To promote equality of opportunity between women and men in respect of access to life-long learning.
- To provide opportunities for reflection on the respective role of women and men in *l'éducation civique* (Personal and Social Education — PSE).

In addition, there are specific references to providing training on gender equality issues for school staff (para 3 and 3.2), and, where appropriate 'toolkits' for promoting equal opportunities between girls and boys (para 3); and to the importance of providing gender disaggregated statistics as recommended by the interministerial report of December 1999 (cf also [2]).

We note too the reference to the recommendation that the gender equality dimension be integrated into school-based projects, among others (see para 3.1).

Many of these themes are reiterated in *A l'école, au collège et au lycee: de la mixité à l'egalité* ('At school: from coeducation to equality').[3] Here too concern is expressed about the impact of 'false representations of social roles' and persistent gender stereotyping in matters such as subject choice and professional aspirations. The key role of PSE in combating sexism is also highlighted. As the very title of the document suggests, the issue is to move from taken-for-granted coeducation towards a conscious attempt to address the issue of gender equality in a coeducational milieu. This echoes the concerns evident in Austria (see Appendix 3) about the implications of coeducation for gender equality.

3 Project classification

Table 5.2 below presents our classification of the projects selected by the French National Agency.

Table 5.2: classification of French NA projects

Classification	Grundtvig	Comenius	Arion
Positive action	0	0	
Gender mainstreaming	7	1	
Focusing on gender issues	0	1	
No evident EO focus	2	4	
Total per action	**9**	**6**	**1**

4 Concepts and implementation

4.1 Comenius

Project No 05381-1 (Equal opportunities for girls and boys in Europe) was the only project with a specific gender focus. The aim of the project was to sensitise pupils to the issue of sexism by examining the role of the two sexes in their respective societies, and exchanging views on this theme. The French project co-ordinator construed the project as *'l'éducation à la citoyenneté par une réflexion sur la parité'* (citizenship education through reflections on equality). As such, it reflects the policy priorities outlined in para 2 above. The aim of Project No 05577-3 (AGORA) was to provide secondary school pupils with an opportunity to come to a better understanding of their representations of Europe, and to combat prejudices. In 1999-2000, one of the project themes was the role of the sexes. Pupils explored how the family, media and school system influenced the role of the sexes; and gender stereotyping in subject and vocational choice.

Project Nos 05574-1, 05180-1 and 05578-1 had no obvious gender focus. In the case of the latter two projects, equality of opportunity was construed as countering the effects of socio-ecomonic disadvantage; and in the case of Project No 004412-2 (Improving access for the disabled in the city) as alleviating the difficulties faced by people with disabilities.

4.2 Grundtvig

Although there were no specific examples of positive action projects, there was one project that contained an element of positive action. In Project No 01-FRA1-S2GO1-00031 (Grundtvig) (Promoting communication among vulnerable groups), the Hungarian partner targeted women excluded from the labour market for various reasons (age, gender, obsolete skills). There was also an emphasis on developing women's IT skills in order to overcome labour market difficulties. A similar positive action element was evident in Project No S2 G01-00033-1, where one of the French partners had specific expertise in providing education

and training for women. This was one of two projects (see also Project No 01FRA1-S2G01-00007-1) that operated a quota system in respect of the gender of participants.

Project No 01-FRAI-S2G01-00008 represents another example of good practice in the field of gender mainstreaming. For it recognises that a significant percentage of women experience long-term employment, and they are included in the target group. We note that this project was also co-ordinated by a GRETA, a regional adult education provider. The GRETA network is involved in ESF-funded projects on equal opportunities: *Mixité et égalité des chances entre les genres face a l'emploi* (Coeducation and gender equality in the workplace) *Professionalisation des acteurs des GRETA dans le champ de la mixité* (Providing training in gender equality for GRETA staff). The aim of these projects is to promote the recruitment of women into areas of work in which they have hitherto been under-represented.

Although this is not made explicit, Project No 01-FRA1-S2G01-00009-1 (Creating respect for cultural diversity through parent education) used gender stereotyping to its advantage, and sought to capitalise upon the fact that mothers are usually more involved in their children's education. The project addressed issues such as lack of childcare, which may represent a significant barrier to women wanting to return to work.

The five projects referred to above are at what we might describe as the more 'gender-sensitive' end of the mainstreaming continuum. There are others, notably Project No 01-FRAI-S2GO1-00013, where the response to the question on specific measures to promote equality between men and women in the Grundtvig 2 application form indicates a level of tokenism: *'Le projet vise un public des deux sexes et la démarche globale est la même.'* (The project targets people of both genders and the overall methodology is the same.) This is precisely the sort of 'unconscious coeducation' and absence of reflection on curriculum content that the renewed focus on gender equality was designed to overcome.

4.3 Arion

France was one of only three National Agencies that made an Arion project available for scrutiny. The project concerned was a study visit involving participants from eight European countries (DE, FR, GR, HU, IT, NL, PL, SE SK) on the theme of vocational guidance for young people.

The documentation examined comprised a group report compiled after the visit, which took place from 26 to 31 November 2001 in Strasbourg. Much of this was concerned with highlighting similarities and differences between different educational systems. The only explicit reference to equal opportunities was a very general one — a statement to the effect that all the countries concerned had adopted ' common principles, such as equal opportunities.' Later in the report, it emerged that in the context of this study, equal opportunities was generally construed as a broad social inclusion strategy. However, the reference to the

involvement of an association that provided vocational guidance for women suggests that considerations of gender equality were taken into account. However, the extent to which this was the case was not made clear.

5 Administration and management

The gender balance of the project co-ordinators was as follows: female 11; male 3 (gender unknown 2). On the face of it, these data are encouraging. Nevertheless, it may be that the preponderance of women co-ordinators was merely a reflection of the gender balance of the staff in the host institutions.

There was no evidence that specific training on gender equality issues was provided. However, it is likely that staff derived some benefit from the study visits and other forms of exchange between teachers from different countries which were an integral part of all the projects selected. A training agenda was perhaps implicit in the intention 'to determine the specific needs of adult educators involved with the target group' in Project No 1-FRAI-S2G01-00008.

There was also no evidence of explicit strategies for monitoring and evaluating gender-related aspects of the projects. Nor did we find any evidence of mechanisms for measuring gender-related outcomes. The fact that no outputs were available for scrutiny made it difficult to determine whether or not dissemination had taken account of gender-related results.

We noted some anomalies in the ratings of projects given by evaluators. For example, Project No 01-FRA1-S2G01-00030-1 was rated '1' in respect of EO, despite the fact that the question on specific measures to promote equality between men and women had not been answered.

6 References

[1] Convention pour la promotion de l'égalité des chances entre les filles et les garçons, les femmes et les hommes dans le système éducatif

NOR: MENENE0000586X RLR:100-9; 501-0 ; 420-0 ; 610-0 CONVENTION DU 25-2-2000 MEN - DESCO MES AGR http://www.education.gouv.fr/syst/egalite/conv2.htm

[2] Adaptation de l'appareil statistique de l'Etat pour améliorer la connaissance de la situation respective des femmes et des hommes. Circulaire su 8 mars 2000, JO du 9 mars 2000

http://www.education.gouv.fr/syst/egalite/jo090330.htm

[3] A l'école, au collège et au lycee: de la mixité à l'egalité. BO hs 10 du 2 novembre 2000)

http://www.education.gouv.fr/60/2000/hs10/som.htm

Appendix 6: Hungary (HU)

1 Overview of projects

The Hungarian NA stated at the outset that it could not identify any projects that had 'a strong equal opportunities component'. It was nevertheless agreed that the NA would select twenty projects at random (see Table 6.1) In the majority of cases, projects were co-ordinated by other National Agencies. All the selected projects came under SOCRATES II.

Table 6.1: overview of Hungarian NA projects

Project no.	Action	Title	NA
SP 2001/RE-5	Comenius	The connection of people and the forest	HU
SP 2001/RE-184	Comenius	Nationale und regionale Identitäten im Europaischen Kontext (National and regional identities in the European context)	DE
SP2001/RE-19	Comenius	Gemeinsam feiern — Feste und Feiern im Jahreslauf (Let's celebrate together: fesivals throughout the year)	DE
SP 2001/RE-29	Comenius	Reflections and visions	HU
SP 2001/RE-73	Comenius	Europe and our work	DE
SP 2001/RE-79	Comenius	Environment: water pollution and waste	BE
SP 2001/RE-85	Comenius	Communication in EUropean schools	HU
SP 2001/RE-93	Comenius	Connaitre son passé, c'est bâtir l'avenir (To know the past is to build the future)	HU
SP 2001/RE-96	Comenius	Gestern und heute - 4 Länder - 4 Kulturen in den letzten Jahrzehnten von zwei Jahrhunderten (Yesterday and today: 4 countries, 4 cultures in the last decades of the two centuries)	DE
SP 2001/RE-137	Comenius	Economic, environmental and social impacts of tourism in the national parks	UK
SP 2001/RE-141	Comenius	Our school protects the environment	AT
SP 2001/RE-120	Comenius	Friends in the stars	IT
SP 2001/RE-142	Comenius	Europa verstehen um verstanden zu werden in Europa (Understanding Europe to be understood in Europe)	DE
SP 2001/RE-151	Comenius	The euro: more or less freedom for the citizens of Europe	FR
SP 2001/RE-161	Comenius	Universality of human rights in cultural plurality	IT
2001/marc/5	Grundtvig	Stimulating learning potentials: lifelong learning and and the European national learning cultures	DE
2001/marc6	Grundtvig	Cross-border networks in Adult Education in Europe	AT
2001/marc/7	Grundtvig	Adult Education — key to development in our regions	RO
2001/marc/11	Grundtvig	Different cultures can make a united Europe	RO
0808 FR	Arion	Politiques de réseau d'éducation prioritaire (Policies in Educational Action Zones)	HU

BEST COPY AVAILABLE

2 The policy context

Hungary acceded to the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) in 1982. The first three reports appeared in 1982, 1986 and 1991 respectively, although the defence of the third report, prepared by the Ministry of Foreign Affairs, did not take place until 1996. The latest data available (up to and including 1999) are to be found in the combined fourth and fifth reports.[1] These reports give a comprehensive overview of the situation of women in Hungary in relation to the 16 Articles of the Convention. The UNICEF report *Women in Transition*, published in 1999, also presents data on women's lives in Hungary, as well as in other eastern European countries and the former USSR.[2,3]

As far as gender equality is concerned — and indeed many other areas of public life — Hungary is still experiencing the repercussions of the collapse of state socialism in 1989. 1989 marked the beginning of a period of transition — the move away from state monopoly in the economic, social and political spheres towards a market economy, with the concomitant developments in civil society. Among the latter was the rapid growth in the number of civic organisations — including non-governmental organisations (NGOs), foundations and associations. In the early days, a number of women's organisations were founded, although the growth in this sector has not matched that of other civic organisations. The latest CEDAW report indicates that 'the progress of the women's organisations sphere can be considered slender in the last ten years.' (p 11) This, coupled with the fact that women's representation in parliament actually declined after the first democratic elections, indicates that gender equality remains a relatively low priority in Hungary, despite the creation of the Office for Women's Policies in 1996 (later the Office of Equal Opportunities) and the Council for Women's Issues.

Article 5 of the CEDAW Convention stresses the importance of reducing 'sex role stereotyping and prejudice'. The Hungarian response to Article 5 is indicative of a number of competing political agendas. For one consequence of the country's 'demographic problems', namely the rapidly falling birthrate and an ageing population, is the importance attached to 'building up and maintaining healthy families.'(p 17) The emphasis in this section of the CEDAW report is on preparing young people 'to *comply* with their maternal and paternal role' [our emphasis], thus avoiding family breakdown, rather than on interrogating the nature of these roles. The difficulties faced by women — particularly those in rural areas — who are attempting to re-enter to the labour market after child rearing are outlined relatively briefly. The CEDAW report underlines the necessity of facilitating skills acquistion in order to enable as many women as possible to re-equip themselves for the labour market. This includes improving the quality of adult education in disadvantaged border areas by, for example, introducing distance learning and developing ICT skills. As we shall see below, some these concerns are reflected in the Grundtvig projects selected by the Hungarian NA.

Finally, it is noteworthy that it is only in the last sentence of the passage relating to Article 5 that the desirability of countering gender stereotyping in the labour market is made explicit. (p 18)

Negotiations about Hungary's full membership of the European Union, which began in 1998, mark the end of one transition period and the beginning of another. For accession will, once again, require the 'fundamental restructuring and the wide-ranging adaptation of Hungary's economy and institutions, all the way from the level of enterprises to state administration'.[4] Issues related to integration, and to developing a deeper understanding of the European dimension, continue to dominate the political agenda in Hungary. And as we shall see, these concerns are reflected in the Comenius and Grundtvig projects selected by the Hungarian National Agency.

3 Project classification

Table 6.2 below presents our classification of the projects selected by the Hungarian National Agency. From this it is evident that there is large number of projects with no evident focus on equal opportunities — in relation at least to gender.

Table 6.2: classification of Hungarian NA projects

Classification	Grundtvig	Comenius	Arion
Positive action	0	0	0
Gender mainstreaming	3	1	0
Focusing on gender issues	0	0	0
No evident EO focus	1	14	1
Total per action	**4**	**15**	**1**

4 Concepts and implementation

4.1 Comenius

Project No SP 2001/RE-5 addresses some of the issues outlined, albeit briefly, in Hungary's response to CEDAW Article 5. The principle aim of the project, which involved schools from four countries (HU, NO, UK, DE), was to promote intercultural knowledge and awareness. As such, the project was one of a number which could be construed as preparing Hungary's young people for accession. Nevertheless, the project also involved the study of how households function, including the division of labour at home and in the world of work. The children also studied how patterns of occupation have changed over time. For this reason, 'The connection of the people and the forest' is also an example of a project in which the gender issue is mainstreamed to a certain extent.

The majority of the Comenius projects were aimed at promoting intercultural understanding. Project Nos SP 2001/RE-18 (National and regional identities in the European context), SP 2001/RE-142 (Understanding Europe to be

understood in Europe), SP 2001/RE-151 (The euro: more or less freedom for the citizens of Europe) and SP 2001/RE-85 (Communication in EUropean schools) are good examples of projects the primary objective of which was to get pupils to 'think European'. Nevertheless, it is most likely that the exchanges between pupils, which can be regarded both as an objective and as a method, will have presented participants with opportunities to compare and contrast ways of life in other countries with those in their own. These exchanges were a strong feature of all the Comenius projects we reviewed. And even if the issue of gender equality was not addressed directly in these projects, the self-confidence and autonomy that participation was perceived to generate in the young people concerned may well equip them to address such issues in future. The Hungarian experience suggests that promoting self-confidence and autonomy may be a more effective way of creating gender equality than through political directives or guidelines.

4.2 Grundtvig

The main aims of Grundtvig projects selected were to improve the quality of adult education, particularly in deprived border regions (Project No 2001/6 marc); and to encourage participation among under-represented groups, including women and people from ethnic minorities. For example, Project No 2001/marc/7 made explicit reference to 'the way in which different institutions try to involve women in their activities.' The principal aim of Project No 2002/marc/11 (Different cultures can make a different Europe) was to combat racism and xenophobia. The promotion of 'gender tolerance and communication' was described as a secondary objective.

4.3 Arion

Hungary was one of the few National Agencies that presented an Arion project for scrutiny. Project No 0808 FR (Policies in Educational Action Zones) is an account of a five-day visit by a Director of Child Care Services, who was responsible for the welfare of children aged 3-18 in emergency accommodation as the result of difficult domestic circumstances. The aim of the study visit was 'to have more experience at the area of successful initiatives of early intervention, supported study and alternative schools.' There was no reference to gender equality in the application or the account of the visit.

5 Administration and management

The gender balance of the project co-ordinators was as follows: female 12; male 7 (gender unknown 1). These data are difficult to interpret, as it was not possible to determine the extent to which the gender of the co-ordinator reflected the gender balance of the staff as a whole.

There was no evidence that specific training on gender equality issues was provided, although in some cases, particularly in the Grundtvig 2 projects, a degree of sensititization to gender issues was part of the broader training objectives. Project No 2001/marc/5 (Stimulating learning potentials: lifelong

learning and the European national cultures) is a case in point. The aim of the project was to analyse the implications of the Memorandum on Lifelong Learning. The application form stated that 'the topic of equal opportunities will be present in nearly every topic chosen for this learning partnership as it represents a cross sectional issue. It will play a special role in Adult Education and Employability and in strategies to motivate learners...'. As such, this project provides a good example of gender mainstreaming in the SOCRATES programme.

There was also no evidence of explicit strategies for monitoring and evaluating gender-related aspects of the projects. Nor did we find any evidence of mechanisms for measuring gender-related outcomes. The fact that no outputs were available for scrutiny made it difficult to determine whether or not dissemination had taken account of gender-related results.

6 References

[1] The Fourth and Fifth Reports of Hungary to the UN Committee for the Elimination of Discrimination of forms of Discrimination Against Women (CEDAW) Budapest:2000.

[2] *Women in Transition.* UNICEF:1999

[3] *Overview of the activities performed in the area of the advancement of women and concerning the promotion of equal opportunities.*

http://www.szcsm.gov.hu/main-en.html

[4] Palanki, T., Szekely, C and Toth, M (2001) *Getting Ready for Accession. European Study Centres. A Study on the First Three Years.*.Budapest: Tempus Public Foundation.

Appendix 7: Norway (NO)

1 Overview of projects

Table 7.1 and 7.2 present an overview of the projects selected by the Norwegian National Agency. All 19 projects were under SOCRATES II. The 14 Comenius projects were chosen by the research team from a list provided by the National Agency. The 5 Grundtvig projects were selected by the National Agency. Only 4 projects were co-ordinated by a Norwegian institution.

Table 7.1: overview of Norwegian NA projects (Comenius)

Project no.	Action	Title	NA
01-NOR01-S2C01-00010-1	Comenius	Tell a story	DK
01-NOR01-S2C01-00042-1	Comenius	Folk tales, our common heritage; the creation of a modern European fairy tale	F
01-NOR01-52C01-00045-1	Comenius	Investigation of important people and places within different histories and cultures and their impact on everyday life	UK
01-NOR01-S2C01-00050-1	Comenius	ICT. Challenges for the class	NO
01-NOR01-S2C01-00171-1	Comenius	Using new technology and the natural environment to enhance pupils' learning	AT
01-NOR01-S2C01-00082-1	Comenius	The European jigsaw — every piece is important	UK
01-NOR01-S2C01-00173-1	Comenius	ANEW Alternative Non-mainstream Educational Ways (for pupils with special educational needs)	NO
01-NOR01-S2C01-00089-1	Comenius	Comparing images of the past — public family history in Europe	DE
01-NOR01-S2C01-00062-1	Comenius	Heirs of our culture — bears of our future. An exchange of everyday life and main traditions	NO
01-NOR01-S2C02-00015-1	Comenius	NIC—Norwegian/Italian Connection	NO
01-NOR01-S2C02-00005-1	Comenius	Wireless to United Kingdom	UK
01-N0R01-S2C03-00010-1	Comenius	Together for a better school	F
01-N0R01-S2C03-00016-1	Comenius	European schools working together to develop an inclusive approach to managing teaching and learning	UK
01-NOR01-S2C03-00015-1	Comenius	T.O.P.@last Teacher on-line practice and professional development	UK

Table 7.2: overview of Norwegian NA projects (Grundtvig)

Project no.	Action	Title	NA
01-NOR01-S2G01-00013-1	Grundtvig	DOVE: Improving respect for cultural diversity	ES
01-NOR01-S2G01-00015-1	Grundtvig	Formation des acteurs du développement locale dans les quartiers défavorisés (Training for adult educators working in disadvantaged areas)	F
01-NOR01-S2G01-00020-1	Grundtvig	Sharing learning traditions and culture in Europe	FI
01-NOR01-S2G01-00021-1	Grundtvig	CIPCO — Centre for International Parent co-operation	AT
01-NOR01-S2G01-00022-1	Grundtvig	Case studies in Guidance Experiences	IT

2 The policy context

The overarching aim of Norwegian educational policy is *Education for All.*[1] This policy states that all girls and boys have an equal right to education, regardless of their location, social and cultural background and possible special needs. As a consequence, all public education in Norway is free up to and including the upper secondary level. Higher education students are supported by a system of student loans that may also be used to finance periods of study abroad.

Great emphasis is placed upon the quality of education in Norway. It is a major goal of Norwegian educational policy that the system of instruction in both schools and the workplace should be among the best in the world in terms of academic level and breadth of recruiting. The policy contains an explicit statement that education must be organised within a framework of lifelong learning if Norway is to respond constructively to social change.

The specific objectives of primary and lower secondary education are to

- give pupils a Christian and moral upbringing (in agreement and co-operation with home)
- develop their mental and physical abilities
- give them a good general knowledge so that they may become useful and independent human beings at home and in society.

The specific objectives of upper secondary education are to

- develop the skills, understanding and responsibility that prepare pupils for life at work and in society
- assist pupils, apprentices and trainees in their personal development
- contribute to increased awareness and understanding of fundamental Christian and humanist values, national cultural heritage, democratic ideals and scientific thought and method.

Both sectors are charged with furthering the equal status and equal rights, intellectual freedom and tolerance, ecological understanding and international co-responsibility. Teaching is expected to provide a foundation for lifelong learning, a common foundation of knowledge, culture and basic values and a high general level of education in the population.

Gender equality if seen as both an important goal for society and an overall goal for education and research. It is an integral part of the Education Act and is generally embedded within the curriculum. The aim is to provide boys and girls, men and women with the same rights, obligations and opportunities for further education, family life, working life and other activities within the community. The learning process should also prepare them for education and a choice of professions according to their ability and interests, irrespective of traditional gender expectations.

An Equal Opportunities Secretariat, within the Ministry of Education, Research and Church Affairs, is responsible for co-ordinating and dealing with gender equality issues. It is also responsible for providing information and training concerning gender equality in the education sector.

3 Project classification

Table 7.3 below presents our classification of the projects selected by the Norwegian National Agency.

Table 7.3: classification of Norwegian NA projects

Classification	Grundtvig	Comenius	Arion
Positive action	0	0	N/A
Gender mainstreaming	4	14	N/A
Focusing on gender issues	0	0	N/A
No evident EO focus	1	0	N/A
Total per action	**5**	**14**	**0**

4 Concepts and implementation

4.1 Comenius

All 14 of the Comenius projects were classified as examples of 'gender mainstreaming', in that to a greater or lesser extent they incorporated equal opportunities for girls and boys, women and men into the design and implementation of the project.

The minimum standard for inclusion in this category was the invocation of the school's equal opportunities policy, and statements such as:

> All our courses are equally open to male and female students and staff. The college adheres to a rigorous Equal Opportunity Statement (01-NOR01-S2C02-00005-1 ICT. Challenges for the class)

> Staff at all schools are of both genders, and as the national curriculum ...emphasises equal opportunities, the question ... will be focused on daily as part of the work the pupils do. (Project No 01-NOR01-S2C02-00173-1 ANEW Alternative Non-mainstream Educational Ways)

Project Nos 01-NOR01-S2C01-00045-1, 01-NOR01-S2C01-00050-1, 01-NOR01-S2C03-00016-1 and 01-NOR01-S2C03-00015-1 all invoked the fact that their schools were coeducational in their responses to Q10, and reiterated their commitment to gender equality. The following brief extracts from the documentation are examples of the language used: 'all pupils and staff will be given the opportunity to participate and be equally involved according to their choice'; 'the teachers will be conscious about and will prepare for equal opportunities for female and male pupils that participate in this project...'; and 'the project is fundamentally committed to equal opportunities in every sense — including gender equality'. However, as we saw from the example of Austria, it is open to question whether coeducation is a necessary and sufficient condition for gender equality.

The language used in Project No 01-NOR01-S2C03-00015-1 was particularly revealing:

> The details of the project participants, both staff and pupils, show a gender balance which is nearly 50:50. We are open to participation by any staff and pupils, and the encouraging current balance shows that our initial model was not exclusive.

This might be regarded as an interesting example of post-hoc justification of a model that did not appear to be specifically designed to appeal to both groups, but that, fortuitously, did. However the organisers of this project (T.O.P.@last Teacher on-line practice and professional development), which was designed both to promote professional development through ICT and to give pupils the opportunity to use ICT in a collaborative international project did express a commitment to 'teasing out the factors that allowed this during our development project debates, in order to incorporate them in our final suggested model.'

Gender mainstreaming: beyond parity of numbers

The best examples of good practice in the field of gender mainstreaming went further than ensuring numerical parity, as the following examples illustrate:

> We will seek to achieve a balance of work from both boys and girls; their contribution will be valued equally and used to enhance our project work. Male and female views, opinions and contributions will be represented equally to ensure a balanced representation of our society. The nature of our project will help inspire and motivate children of both sexes ... (01-NOR01-S2C01-00171-1 Using new technology and the natural environment to enhance pupils' learning)

> The co-ordinators of each school will work together ... to produce a set of guidelines, based on existing school policy, which identify ways in which equal opportunities will be promoted through partnership among pupils and teachers. These guidelines will be discussed at management team and

staff meetings and with pupils as appropriate. (01-NOR01-S2C01-00082-1 The European jigsaw — every piece is important)

Tackling gender stereotyping

There were a number of projects that made explicit reference to tackling the issue of gender stereotyping in the course of the project. These projects are listed below, along with relevant extracts from the documentation:

> Through practical research into the history of the family and of everyday life, the participants will explore the roles of the genders and compare them with traditional gender clichés. (01-NOR01-S2C01-00089-1 CIOP—Comparing Images of the Past — public family history in Europe)

> [The project] seeks to liberate pupils from gender stereotyping in their approach to learning and to life — enabling them to make fullest use of all their own abilities and to appreciate the variety and richness of human achievement and capability. (01-NOR01-S2C03-00016-1 European schools working together to develop an inclusive approach to managing teaching and learning)

> All activities are not gender specific and both male and female historical figures will be discussed. Opportunities will also be given to understand the role of gender in other cultures, possibly challenging gender stereotypes. (01-NOR01-52C01-00045-1 Investigation of important people and places within different histories and cultures and their impact on everyday life.)

> ...the project will raise awareness on the positive gender balance inherent in Norwegian industrial practice, i.e. a typical Norwegian electrical company has often equal numbers of male and female employees employed throughout the country. (01-NOR01-S2C02-00005-1 Wireless to United Kingdom.)

> A survey on gender roles will be made ... A debate on sex roles will be initiated (01-NOR01-S2C02-00015-1 NIC Norwegian/ Italian connection)

In one other project (01-NOR01-S2C01-00010-1 Tell a story), addressing gender stereotypes was implicit rather than explicit, in that 'the topic about memories will contain activities concerning the role of mother throughout the generations'.

Working with girls, working with boys

Two projects laid special emphasis on developing girls' ICT skills in order to overcome labour market difficulties. Further details of these examples of good practice are provided below:

> Working with ICT, we will put emphasis on communication, which seems to kindle girls' enthusiasm. (01-NOR01-S2C01-00062-1 Heirs of our culture, bears of our future.)

> The teachers will be conscious about and will prepare for equal opportunities for female and male pupils ... and we will especially focus on encouraging the ICT activity of girls (01-NOR01-S2C01-00050-1 ICT challenges for the class.)

There was one project that specifically addressed boys' underachievement:

> The technological aspect of our work will do much to motivate boys in their reading and writing (areas in which they tend to underachieve). (01-NOR01-S2C01-00171-1 Using new technology and the natural environment to enhance pupils' learning.)

4.2 Grundtvig

As we saw above, 4 of the 5 Grundtvig projects were classified as 'gender mainstreaming'. However, two projects also set out to work specifically with men. The organisers of Project No 01-NOR01-S2G01-00021-1 (CIPCO Centre for International Parent Cooperation) recognised that mothers were most heavily involved in the care and education of children — particularly those with special needs, and they arranged activities specifically designed to be of interest to fathers. Similarly, the co-ordinators of Project No 01-NOR01-S2G01-00020-1 hoped to demonstrate that 'the celebrating of festivals and learning as a family is also a matter for men.' The aims of the project were to give learners, both women and men, the opportunity to find out how other Europeans live and celebrate their traditions; and to increase their awareness of their own and others' cultures.

Project No 01-NOR01-S2G01-00022-1 (Case studies in guidance experiences) contained an element of positive action, in that three of the partners (BG, IT and UK) were focusing entirely on women, in order to facilitate their re-entry to the labour market. In the case of Italy, the project was a continuation of a previous New Opportunities for Women (NOW) project. The rationale for the development of both projects was the relatively high rate of female unemployment in Lombardy. The Bulgarian NGO provided education and training for Roma women in the south of the country.

5 Administration and management

The gender balance of the project co-ordinators was as follows: female 12; male 7. On the face of it, these data are encouraging. Nevertheless, it may be that the preponderance of women co-ordinators is merely a reflection of the gender balance of the staff in the host institutions. We had insufficient data to judge whether or not this was the case.

There was no evidence that specific training on gender equality issues was provided. However, it is likely that staff derived some benefit from the study visits and other forms of exchange between teachers from different countries which were an integral part of all the projects selected.

There was some evidence of strategies for monitoring and evaluating gender-related aspects of the projects. As can be seen from the example above, these mostly related to ensuring that there was an appropriate gender balance amongst participants.

As all of the projects were current, no outputs were available for scrutiny. We were thus unable to determine whether or not dissemination had taken account of gender-related results.

6 References

- *Education for All*
  http://odin.dep.no/ufd/eng/education/014081-120036/index-dok000-b-n-a.html

Appendix 8 — Slovenia (SI)

1 Overview of projects

Table 8.1 presents an overview of 20 projects selected at the Slovenian National Agency. All of the projects came under SOCRATES II. Three of the 19 projects were co-ordinated by Slovenian institutions.

Table 8.1: overview of Slovenian NA projects

Project no.	Action	Title	NA
SL-026-1 (99)	Comenius	Women and scientific education or Alice in the technology country	IT
99-374-C1	Comenius	Use of new technologies within the teaching of mathematics	DE
99-386-C1	Comenius	Job possibilities for school leavers – comparison between some countries	DE
99-376-C1	Comenius	Opportunities for leisure in the technological age	IE
99-383-C1	Comenius	The development of an international hairdressing language for long hairdressing	BE
99-378-C1	Comenius	Children's literature through fingers	SI
99-379-C1	Comenius	Regions of Europe	SI
99-034-C1	Comenius	Conservation and progress of handmade bobbin lace in Slovak and European region	SK
99-033-C1	Comenius	Bridges	SE
99-031-C1	Comenius	Visually handicapped integrated education models	NL
99-030-C1	Comenius	The 21st century seen through children's eyes	DK
2001-1331	Comenius	European Regions in the uniting Europe – the imagination and expectations of teenagers in the Uniting Europe	PL
2001-1333	Comenius	Multicultural, multinational Europe – the same Europe but individual regions and nations	?
2001-1325	Comenius	European children sing and cook	DE
90455 CP-1-2001	Grundtvig	Lifelong learning for fringe groups using revised pedagogical theatre	AT
90646CP-1-2001	Grundtvig	Consumer education for adults	AT
90131CP-1-2001	Grundtvig	The right to learn	SI
99-054-AR	Arion	Equal opportunities between girls and boys	SI/ AT
99-052-AR	Arion	Pupils' participation in the learning process	SI/ NO

2 The policy context

The collapse of state socialism in 1989 paved the way for the establishment of a number of government and non-governmental organisations (NGOs) that strived to achieve gender equality in Slovenia. The establishment of a parliamentary commission for women's policy marked the first step towards the implementation of an equal opportunities policy. This took place in 1990, soon after the first multi-party elections. Initially, the emphasis was on maintaining and building upon the *status quo* in respect of women's position in society. For under the previous political system, the relatively high level of female employment in Slovenia had meant that women had a fair degree of economic independence. In addition, there was 'liberal legislation on abortion, birth control and family planning, and a reasonably developed and accessible network of childcare, etc.'[1] Nevertheless, it should be borne in mind that the percentage of women in parliament (8%) is at present amongst the lowest in Europe, and there is only one woman minister in the government (for economic affairs). This is reminiscent of the situation in Hungary (see Appendix 5), where women's representation in parliament actually declined after the first democratic elections. Like Hungary, the Republic of Slovenia has ratified the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW).

The low level of female representation in a democratically elected parliament is indicative of a political climate in which gender equality is a relatively low priority. This is further exemplified by the statement that 'policy makers (the usual political actors) probably do not understand what we mean when we bring up the question of gender equality.'[2]

This initial emphasis on the advancement of women is reflected in the very name of the expert service created to promote equality. The Office for Women's Policy was founded in July 1992. It was renamed the Office for Equal Opportunities in February 2001, in recognition of the fact that promoting equality requires creating equal opportunities for both women and men.

Gender mainstreaming has recently been adopted as the principal gender equality strategy in Slovenia, partly as a result of the participation of a Slovenian expert in the Group of Specialists on Mainstreaming set up by the Council of Europe's Steering Committee on Gender Equality. The financial resources made available by the UN Development Programme between 1997 and 1999 provided further impetus. Slovenia has also adopted the Peking Declaration and Platform for Action, which calls for governments to ensure that gender mainstreaming is institutionalised and implemented. There are three ministries involved in the project: The Ministry of Labour, Family and Social Affairs; the Ministry of Education and Sports; and the Ministry of the Interior. Each has assigned senior women to the inter-sectoral working group for gender mainstreaming. The long-term goal in respect of equal opportunities is the enforcement of gender mainstreaming as the standard tool in government policy development.

As in Hungary, the process of accommodating national legislation in preparation for full membership of the European Union dominates the political agenda in Slovenia. At the level of European projects such as the Comenius, Grundtvig and Arion ones listed above, the focus is on developing a deeper understanding of the European dimension, and on forging links with other European countries. Equal opportunities — especially in relation to gender — is only beginning to make it on to the agenda.

The concept of 'capacity building' is introduced in the discussion of how to achieve the long-term goal of adopting gender mainstreaming as a national strategy. It is our hope that this report — and in particular this appendix — will contribute to that process. This is all the more relevant in the case of Slovenia, which has only been involved in the SOCRATES programme since 1999. Furthermore, the National Agency is small, and its resources stretched by a burgeoning interest in the 'European dimension'.

3 Project classification

Table 8.2 below presents our classification of the projects selected by the Slovenian National Agency. There was large number of projects with no evident focus on equal opportunities — in relation at least to gender. In cases where equal opportunities were mentioned, this was in relation to other transversal policies, such as combating social exclusion.

Table 8.2: classification of Slovenian NA projects

Classification	Grundtvig	Comenius	Arion
Positive action	0	0	0
Gender mainstreaming	3	6	1
Focusing on gender issues	0	1	1
No evident EO focus	0	7	0
Total per action	**3**	**14**	**2**

4 Concepts and implementation

4.1 Comenius

In the light of the policy developments outlined above, it is not surprising that there was only one Comenius project (SL-026-1 (99) that focused specifically on equal opportunities. The main aim of the project, which involved 15-19 year olds, was to examine how the role of women has changed over the last two centuries, with specific reference to women's education. A secondary aim was to familiarise pupils with ICT. No data were provided on the gender breakdown of the participants, and nor were any details provided on the mode of delivery.

The use of new technology in the teaching of mathematics was the theme of Project No 99-374-C1. This project is typical of many of those selected, in that it displayed no evident focus on equal opportunities, although special provision

was made for gifted children. The documentation presented did not include any response to the relevant question on transversal policies, viz. 'Will the project take any specific measures to promote equal opportunities for female and male staff and learners?' This was also the case in a number of other projects (99-383-C1; 99-378-C11; 99-379-C1; and 99-031-C1 and 99-034-C1) All the pupils involved in Project No 99-031-C1 suffered from some degree of visual impairment.

The aim of Project No 99-034-C1 was to maintain lace-making in the regions where it was traditionally practised. There appeared to have been no discussion of the implications of the fact that this is a female-dominated occupation. Indeed the only boys participating in the project were physically-handicapped students from a school in the Slovak Republic. Nor was the issue of gender equality addressed in Project No 99-383-C1, the theme of which was hairdressing, another female-dominated activity. This was reflected in the gender balance of the participants: 550 girls; 81 boys.

There was one project in the category 'No evident EO focus' that did provide an answer to the relevant question on transversal policy. The aim of Project No 99-030-C1 was to explore 13-14-year olds' views on democracy, family relationships, technological developments and environmental problems. A degree of 'gender blindness' is evident in the statement that 'children's views of their own lives and their views about the future are qualitatively independent of their sex and intellectual powers.'

We have categorised a small number of projects (6) as examples of gender mainstreaming. As in the case of Spain (Appendix 4), the very fact that the majority of schools are coeducational is considered to mean that gender equality is an integral part of school life, and that this is reflected in all educational projects. What distinguished projects in the 'gender mainstreaming' category from projects such as 99-030-C1 is that they did, at the very least, acknowledge that gender equality was an issue. Project Nos 99-376-C1 (Opportunities for leisure in the technological age) and 99-033-C1 (Bridges) were examples of projects that met this minimum requirement. Both contained statements to the effect that 'boys and girls will have completely equal opportunities in this project' and 'boys and girls will have the equal opportunity to participate.' However, in neither case was it made explicit how this would be achieved.

There was one example of a project that dealt explicitly with the issue of gender stereotyping in the labour market. Project No 99-386-C1 (Job possibilities for school leavers). However, gender disaggregated statistics on participation were not supplied. Addressing gender stereotypes was an implicit theme in two projects. Project No 2001-1325 (European children sing and cook) recognised that 'cooking is usually considered women's work', and expressed an intention that 'collecting and cooking the recipes and cooking will be equally divided between boys and girls.'

Project No 2001-1333 was an interesting case, and worth exploring in some detail. The project co-ordinators noted a gender imbalance amongst the

participants, in that there were more girls than boys. The intention was to use this opportunity to give girls more experience in creating and managing websites. They would also have the opportunity to play roles traditionally taken by men by participating in simulation games and debates. However, this element of positive discrimination was a by-product of a gender imbalance, the reasons for which were not explored. In Project No 2001-1331, close attention was paid to the gender balance of participants, both teachers and staff. There was also the intention to counter gender stereotyping in 'particular subjects', although these were not specified.

4.2 Grundtvig

The three Grundtvig projects reviewed appeared to be more 'gender-sensitive' than the majority of the Comenius projects. The main aim of all three projects (90131-CP-1-2001; 90646-CP-1-2001; and 90455-CP-1-2001) was to improve the quality of adult education, particularly for disadvantaged people, including all groups at risk of social exclusion — young people, immigrants, people with disabilities and women. As such, they reflect the policy concerns made in the document 'Why do we need "women's policy" and what is meant by "women's policy"?':

> Research in all fields confirms that the period of transition is the period that most severely affects those population groups with the least social power, and thus the fewest political opportunities for changing their living conditions. Such groups contain a disproportionate number of women, young people and children.[3]

In Project No 90646-CP-1-2001 (Consumer education for adults) there was specific reference to young women as a target group. It was anticipated that the project would contribute to a new understanding of women's role in the family and in society. It would also take into account differences between women and men in respect of consumer strategies.

As all of the Grundtvig projects reviewed were from 2001, there were no outputs available for scrutiny.

4.3 Arion

Project No 99 054-AR described a study visit to Austria undertaken by a female Adviser to the Ministry of Education and Sport. As the very title of the project suggests (Equal opportunities between girls and boys), the main purpose of the visit was to gain an insight into Austrian policy in the field of equal opportunities (see Appendix 3); to explore the concept of 'conscious coeducation'; and to compare the situation in several European countries.

The second project (99-052-AR) detailed a five-day study visit to Norway, undertaken by a Senior Adviser in the National Education Institute. These projects are typical of the Arion applications processed by the Slovenian National Agency, the vast majority of which were from women.

5 Administration and management

The gender balance of the project co-ordinators was as follows: female 11; male: 8. The predominance of female co-ordinators reflects the situation in the other NAs visited, and is likely to be a reflection of the gender balance in the teaching profession in many countries in Europe, where women outnumber men.

There was no evidence in the documentation reviewed that specific training on gender equality issues was provided, although the necessity of incorporating gender-sensitive pedagogy into initial teacher education was emphasised in one of the Arion projects (99 054-AR).

There was also no evidence of explicit strategies for monitoring and evaluating gender-related aspects of the projects. Nor did we find any evidence of mechanisms for measuring gender-related outcomes. The fact that all the projects came under SOCRATES II meant that no outputs were available for scrutiny. This made it difficult to determine whether or not dissemination had taken account of gender-related results.

6 References

1 http://www.uem.rs.si/eng/history.html

2 Gender mainstreaming in Slovene Government Policy Development. The final document is available in draft form only. See http://www.uem-rs.si/eng/govor-atene.html for a summary of tasks to be accomplished and the organisational structure devised in order to accomplish these.

3 'Why do we actually need "Women's Policy" and what is meant by "Women's Policy". See http:www.uem-rs.si/eng/why.html

Appendix 9 — UK

1. Overview of projects

Table 9.1 presents an overview of the projects selected by the UK National Agency. One of the projects came under SOCRATES I; and eight under SOCRATES II.

Table 9.1: overview of UK NA projects

Project no.	Action	Title	NA
87243-CP-2-2001-1-UK	Comenius	ECE Evaluation of Citizenship in Europe	UK
42015 PV-1-97-2	Comenius	IPWEM International Programme for Women in Educational Management: Training for Trainers	FI
94382-CP0I-2001-1	Comenius	The Roots and Wings International Project for School Leadership	UK
71674 CP 3 2001 1	Comenius	RAIMS Raising achievement in multicultural schools	UK
925334	Grundtvig	AP(E)L Assessment of Prior and Experiential Learning for Women in Migrant Communities	UK
365000	Grundtvig	Employing women's potential	UK
GR2/01/28	Grundtvig	FLEUROP (Women learning together for Europe	DE
GR2/01/14	Grundtvig	Learning, Equality, Access and Partnership	UK
GR2/01/26	Grundtvig	Case studies in guidance experience	AT

2. The policy context

The Sex Discrimination Act 1975 (SDA) and the Equal Pay Act 1970 (EPA) are the main pieces of legislation concerning gender equality in the UK. The SDA prohibits sex discrimination against individuals in the areas of employment and education. Part III of the SDA contains the provisions relating to discrimination in education. Public education establishments are 'under a general duty to secure that facilities for education ... are provided without sex discrimination.'[1]

The Equal Opportunities Commission (EOC) is the leading agency working to eliminate sex discrimination and to promote gender equality in the UK.[2] It provides gender-disaggregated statistics relating to the situation of women and men in all aspects of public life. The EOC is a non-departmental public body, funded through grant-in-aid. Although independent from the government, the EOC is responsible to the Minister for Women and Equality at the Cabinet Office.[3] It has manifesto commitments to halving the pay gap; helping working parents; increasing the number of women in political and public life so that there is a gender balance; and, most significantly as far as the implications for education are concerned, to increasing the proportion of women in the occupational groups in which they are underrepresented. ICT is cited as a prime example of the latter:

> Girls' ambitions are limited by outdated views about women's roles. Girls make up 90% of those taking Foundation GNVQ in health and social care this year, but only 19% of those taking IT. This gender divide in schools leads on to segregation in the workplace. Three quarters of working women are found in just 5 occupational groups: associate professional and technical (e.g. nurses), admin or secretarial work, personal services (e.g. caring for children or older people), sales and customer service, non-skilled manual work. [4]

The EOC is currently running a series of educational campaigns ('What's stopping you, ...?') designed to combat sex stereotyping among young people. In addition, the EOC commissions and publishes research in the field of gender equality, some of which has a direct bearing upon education. [5, 6, 7]

The priority areas set down by the Department for Education and Skills (DfES) for England in relation to gender equality are

- Tackling gender stereotyping by improving careers choice and advice (for example, through the new Connexions service, which was designed to provide vocational guidance. The pilot scheme was launched in 12 areas in April 2001)
- Raising the expectations of women and girls
- Combating discrimination[8]

From a concern in the 1980s with underperformance among girls, the emphasis has now shifted to a concern about underachievement amongst boys. For example, the National Foundation for Educational Research (NFER) lists 57 recent UK research publications on this subject.[9] This is in contrast to Austria, where the interest in boys as a homogenous group is on the perceived value of working with them on gender-related topics, with a view to sensitising them to gender equality. However, the central conclusion of *Young People and gender: a review of research* [10], conducted by the Trust for the Study of Adolescence for the Women's Unit in the Cabinet Office is that 'it would be wrong to identify either males or females as more in need of attention from policy makers.' The report points out that although

> ... a great deal of [gender-disaggregated] statistical information is available ... we know little about how teenagers, especially the most vulnerable ones, experience the transition from school to work. It is likely that inequality of opportunity works against both young women and young men during this stage, although in slightly different ways.[11]

3. Project classification

Table 4.2 below presents our classification of the projects selected by the UK National Agency. The UK differs from the other NAs involved in the study in that it presented a relatively high number of projects that we have classified as 'positive action'.

Table 9.2 classification of UK NA projects

Classification	Grundtvig	Comenius	Arion
Positive action	4	1	N/A
Gender mainstreaming	1	3	N/A
Focusing on gender issues	0	0	N/A
No evident EO focus	0	0	N/A
Total per action	**5**	**4**	**0**

4. Concepts and implementation

4. 1 Comenius

The Comenius projects selected reflect national priorities in the field of education: school effectiveness and improvement; and raising attainment.

For reasons we have been unable to establish, Project No 42015 PV-1-97-2 (IPWEM International Programme for Women in Educational Management: Training for Trainers) featured in both the Phase 1 database of centralised projects, and in the list of projects presented by the UK NA. This has been described in some detail elsewhere in the report.

Project Nos 87243-CP-2-2001-1-UK and 94382-CP-01-2001 both set out to ensure that participants would be balanced in terms of gender, although in neither case was the actual gender balance provided. Project No 94382-CP-01-2001 (The Roots and Wings International Project for School Leadership) addressed similar issues as the IPWEM project. The main aim of the project was to raise school effectiveness by making the leadership and management of individual schools more effective. It involved 30 headteachers from schools in the three countries involved (UK, DK, IT). The project also aimed 'to challenge assumptions about male and female managers'; and to examine the implications of the gender imbalance in leadership positions in schools. The project organisers expressed a commitment actively 'to ... recruit female participants and ensure that the process and content addresses issues of particular concern from the perspective of female leaders.' Project No 71674 CP 3 2001 1 (RAIMS. Raising Achievement in Multicultural schools) contains the following statement in relation to the project's contribution to gender equality:

> The differences in the achievement levels of children ...will be identified and addressed on a gender basis as well as by other categorisations (ethnic origin, language, etc). RAIMS will actively promote measures to raise the levels of achievement of pupils of both genders, differentially where this is deemed necessary.

4.2 Grundtvig

In the case of the UK, the relative gender-sensitivity of Grundtvig projects was evidenced by the fact that four of the five projects fell into the category of 'positive action'. Project No 925334 was specifically designed to address the educational needs of women from migrant communities. Differential approaches

were developed for female refugees with high levels of qualification and professional experience; those with settlement status and high levels of qualifications; those in manual or non-manual jobs; and unemployed migrant women.

The aim of Project No 365000 (Employing women's potential) was 'to provide tools and strategies to empower women returners, particularly single mothers, to overcome barriers to learning and employment.' There was an emphasis on developing ICT skills, and on reviewing the 'women-friendly' curriculum materials available within the project. Mentoring was a key element of the approach, and c. 200 women were to receive this type of support across the partnership. Project Nos GR2/01/28 and GR2/01/14 were targeted at a particularly disadvantaged sub-groups of women — those living in rural areas where the adult-education infrastructure was poor in the case of the former; and in the latter, on socially-excluded women, particularly those who had suffered domestic violence.

5 Administration and management

The gender balance of the project co-ordinators was as follows: female 4; male 2 (gender unknown 3). One of the female co-ordinators was from the Oxford Women's Training Scheme, the staff of which was predominately female. In respect of the other projects, it was not possible to determine whether or not the gender of the co-ordinator reflected the gender balance among the staff.

In the projects presented by the UK National Agency, there was some evidence that training was provided on gender equality issues. For example, both Project Nos GR2/01/28 and GR2/01/14 envisaged developing and exchanging models of good practice in adult education for women in rural areas and for survivors of domestic violence respectively. In the latter project, there was explicit reference to training trainers in models of delivery that were innovative and particularly suited to the target group.

There was no evidence of explicit strategies for monitoring and evaluating gender-related aspects of the projects. We did not find any evidence of mechanisms for measuring gender-related outcomes.

The fact that no outputs were available for scrutiny made it difficult to determine whether or not dissemination had taken account of gender-related results.

6 References

[1] SDA, p 32. The full text of the SDA is available at http://www.eoc.org.uk/EOCeng/dynpages/Relevant_Legislation.asp

[2] More information on the EOC can be found on http://www.eoc.org.uk

[3] For further information on the Women and Equality Unit see http://www.womenand equalityunit.gov.uk.

[4] The full text of the EOC Manifesto is available at http://www.eoc.org.uk/cseng/policyandcampaigns/eoc_manifesto.asp

[5] Skelton, C. and Hall, E. (2001) The development of gender roles in young children: a review of policy and literature. London: EOC Research Discussion Series

[6] Powney, J., McPake, J., Edwards, L. and Hamilton, S (2000) Gender Equality and Lifelong Learning in Scotland. London: EOC Research Discussion Series

[7] EOC (1998) Gender and differential achievement in education and training: a research review. London: EOC

(The above publications can be downloaded free of charge from http://www.eoc.org.uk/EOCeng/dynpages/research_edu.asp)

[8] Further details are available on the Department for Education and Skills website: http://www.dfes.gov.uk

[9] See http://www.nfer.co.uk

[10] The full text of the report *Young People and Gender: a review of research* is available on at http://www.cabinet.office.gov.uk/womens-unit

[11] *Young people and gender – Executive Summary*, p 3.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

X	This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.
	This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").